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ABSTRACT

This annual report for 2000 describes the year's activities, achievements, and financial status of the Bernard van Leer Foundation, a private foundation based in The Netherlands that operates internationally to improve opportunities for young children from birth to age 7 living in circumstances of social and economic disadvantage. Following an introduction by the chairman of the board of trustees and a review from the executive director, the report presents a description of the foundation's dissemination activities; a review of its interests in 2000; events, achievements, and awards; a listing of countries in which the foundation made earmarkings in 1998-2000; a financial report for 2000; and details of major grants made in 2000. The report concludes with a description of the foundation and its mandate, and a list of trustees and staff. (EV)

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Annual Report 2000

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Bernard van Leer Foundation

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Annual Report 2000

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Zimbabwe: Child Welfare Programme
Photo: Marcy Levy

Introduction by the Chairman of the Board of Trustees

I would like to start by paying tribute to my predecessor, Ivar Samrén, who led the Board through profound changes in the sources of the Bernard van Leer Foundation's income. As a result, the Foundation can now look forward to a period of sustained financial growth that will increase the scope and scale of its activities in benefit of marginalised young children.

And they need that: for too many of them the first years of life are still blighted by factors such as poverty, limited resources and services, violence, preventable diseases and so on. Yet, no matter how difficult their circumstances may be, there are usually many ways to greatly enhance the environments that provide young children with the affection, security and opportunities that are so important during these crucial early years. In that respect, it is very heartening to visit the projects that we support and see how children love to be involved in the activities, and to see also how they are benefiting both day by day, and in the long term.

The principal aim of the Bernard van Leer Foundation is to support those who create such environments – for example, parents and other family members; community members; early childhood development workers; policy makers and so on. It does this via two core strategies:

- providing technical and financial support for innovative, contextually appropriate field-based projects that focus on the holistic development of young children; and

- drawing on experience from both the Foundation's field-based programme and other relevant work in order to inform and influence policy and practice.

One constant challenge for us is that there is overwhelming demand for our support. That means that we have to use our money wisely; and that we have to perform as well as we can. To help keep us on track – and as signalled in the introduction to the Foundation's Annual Report 1999 by my predecessor Ivar Samrén – 2000 was a year in which we carefully reviewed what we do and how we do it. In many ways, the most significant part of this review was a set of three external evaluations. More details are on page 7 but these evaluations generally indicated that we are clear about what we should be doing and why we are doing it; that we have accumulated considerable expertise; and that we are performing reasonably well whilst remaining anxious to learn and open to new ideas.

They also showed us ways in which we could improve our performance – for example: by better supporting the documentation of work with young children; by being better at sharing the information and knowledge that we have accumulated; and by further developing the synergy between our programme of project support, and our programme of documentation and communication.

And the evaluations indicated new areas for our attention, especially given that we expect our income to increase in the future. These included a judicious expansion in Eastern Europe; and a more focused advocacy programme that not only calls for the allocation of many more resources but also calls for those resources to be deployed and used well.

These external evaluations were part of a broad reflection on the Strategic Plan 1997-2002 that guides the Foundation's current work. They were also elements in a process that is leading to the preparation of a new Strategic Plan. This will be further developed in 2001 and will operate from 2002 to 2006.

We cannot wave a magic wand and solve all the problems that militate against the best interests of young children. But there are plenty of ways in which we can support those people who do make significant and lasting differences. I look forward to 2001 as a year in which the Foundation will further develop its operational competence.

Reinhart Freudenberg

Supporting early childhood development in 2000: a reflective review

What happens during the very earliest years of a child's life, from birth to age three, influences how the rest of childhood and adolescence unfolds. Yet this critical time is usually neglected in the policies, programmes and budgets of countries.

This quotation, taken from UNICEF's *The State of the World's Children 2001*, justifies UNICEF's own whole-hearted commitment to the healthy development of young children. It also serves as a rallying cry for all who should be contributing to that healthy development: from governments and international agencies, all the way through to those such as community-based organisations and parents who are closest to children day by day. In addition, UNICEF's report details the kinds of adverse circumstances that can blight this development – for example, war and conflict; poverty; violence; and HIV/AIDS. In doing so, it sets the broad agenda for action.

Given its long commitment to the healthy development of children from zero to seven years, where does the Bernard van Leer Foundation fit in? We see ourselves as partners of organisations at all levels, offering them a great deal of accumulated experience in supporting work aimed at benefiting children, directly and indirectly, in the short term and in the long term. We also bring to our partnerships a number of principles that inform and direct our work. These include the following.

- Recognising that children themselves are resilient, creative, natural agents in their own development. Work with children must build on these truths.
- Concentrating our resources on a limited number of countries in which to support projects – currently 43 in total.
- Working thematically. That means identifying common areas of concern or interest across countries and regions, and structuring much of our programme of project support around them.
- Working with project partners: they have the most pertinent overviews of the daily realities and factors that impact on the lives of children.
- Funding projects that enable and support parents and other caregivers. These are the people who are closest to children, and should have and do have the most direct, practical, appropriate and sustained impact on children.
- Recognising that early childhood development projects are often valuable components in a wider community development programme.
- Developing strategic alliances with fellow organisations. This ensures that we complement each other's efforts to contribute directly or indirectly to the well-being of young children.
- Sharing what we and our project partners are learning, via an extensive dissemination programme – see pages 10-11.

In addition, we recognise that we have a duty to be as effective as possible. This means learning from what we do, learning from our partners, and making changes to improve our performance. In this sense, 2000 was another year of learning for the Foundation and this will be the main theme in my review.

Towards a more effective Foundation

Our learning is centred on our project partners – the organisations that develop and operate the early childhood development (ECD) projects that we fund. Our learning starts with the nature of our relationship with them. This

remained the same in 2000 as it has always been: a partnership in which, at every stage of a project's life, our project partner contributes its accumulated experience, its direct knowledge of the situation locally, and its skills in successfully operating projects; and we contribute our accumulated experience, technical assistance, and funding.

Because of this way of working, the Foundation is able both to react appropriately to project support opportunities that are identified by our partners, and to properly plan its programme as a whole. To illustrate how this works, this review features a selection of projects that were funded for the first time in 2000, and that went through processes of investigation, reflection and evolution, as they developed from initial proposals to viable projects ready to be implemented.

Each project responded to a particular challenge or opportunity:

- bringing fathers into ECD (page 12);
- reaching inside families (page 13);
- reaching young parents with new information technologies (page 14);
- reaching inside informal settlements (page 15);
- finding an effective response to HIV/AIDS (page 16);
- moving into a new region (page 17);
- refining and developing our Caribbean regional programme (page 18);
- new kinds of partnerships (page 18).

However, learning with our project partners in the ways that these featured examples demonstrate, is not enough on its own: its very considerable value has to be complemented with formal and structured work that explores areas such as effective grantmaking; effectiveness in programmes; and the kinds of outcomes that are linked to successful projects. To help us to understand both our performance and that of our project partners in these terms, we continued to learn from existing initiatives: an internal Quality Initiative project; a Tracer Study project; and the multi-partner Effectiveness Initiative. To add to these, we commissioned three external evaluations of the Foundation in 2000. Each of these learning initiatives is discussed below.

The Quality Initiative

There is no single model of an ECD programme that can be applied appropriately in all – or even in the majority of – settings: there will be a wide variety of approaches because each project is particular to its context. Yet we have to have some way of assessing the potential of each project. The Quality Initiative (QI) project set out to review and improve methods, strategies, structures and criteria for programme development; and to create a set of 'elements' that provide overall guidelines/criteria for assessing quality.

As a start, nine key 'elements' in programming were selected as the priority areas to be considered. These were: holistic approaches; community-based approaches; issue and theme-based programming; children's participation; sustainability; respecting partners' independence; innovation; monitoring and evaluation; documentation and communication. These elements cover a range of programming areas, some practical and some that are much harder to work with because they are less tangible. Our Programme Specialists consider each of these as they review potential projects, as a reminder of significant areas to reflect on in making their judgements. As they do this, they recognise that these elements do not necessarily have fixed universal meanings: there are local understandings that have to be taken into account. For example, 'holistic' is a dynamic, context-specific concept. In Europe, it may centre on improving the targeting and coordination of existing government health, education and welfare services for disadvantaged children. In Africa, it may centre on the provision of the family's basic needs – such as nutrition, primary health care, shelter, water and sanitation, education, employment and

Morocco: Atlale Project
Photo: Rita Swinnen

adult literacy. The Foundation embraces and tries to synthesise all such understandings of the term in promoting a broad-fronted approach to child development. The aim is integrated programming across all factors that impact on children's well-being to increase the chances of positive outcomes for children at risk.

The Tracer Studies project

The Tracer Studies project consists of a collection of 10 tracer studies, each of which is designed to help us to understand some of the outcomes of our work. In each, we go back to people who participated in an early childhood development project five or more years earlier, to find out how they are faring and whether the project has made any difference in their lives. Most of the studies are not yet completed, but early findings are showing that children are performing better in their schools and life in general; that parents say they have a better understanding of the importance of the early years, which has affected the way they bring up their children; and that caregivers who implemented the project have often gone on to further training and more senior jobs. In comparison with similar individuals who did not participate in the project, these findings are very positive. Overall, the Tracer Studies will contribute to our understanding of how better to target our support in the future.

The Effectiveness Initiative

The Effectiveness Initiative (EI) is an in-depth, qualitative look at what makes ECD programmes work for the people who take part in them, and for the communities that are intended to be enriched by them. It involves 10 diverse projects operating in a range of distinct settings. Working collaboratively, all are investigating the interplay between a project's processes, activities and outcomes. As they work, they are mapping what makes a project effective, and under what conditions; what supports and what hinders it within a given context; and what these findings tell us about effective programming in early childhood development more generally.

This is complex work that goes well beyond normal evaluation. It has involved developing new investigative tools and, because lessons are being drawn out across any combination of the 10 sites, it has also involved the development of new ways of bringing together, and reflecting on, disparate data. The first findings emerged in 2000 and feature a number of significant factors that impact in widely varying ways on project effectiveness. These factors include: relationships with funders; staff and leadership turnover; planned leadership succession; disparities between programme design and implementation; the personal growth of staff;

the roles of women; the role of ideologies and the impact of natural disasters.

It is impossible to adequately discuss the EI and its findings here but these will be the subject of a major dissemination programme by the Foundation over the next few years. However, I can already say that there is a richness in the EI's approaches, processes and findings that should help funders, development agencies and projects to reflect much more deeply on effectiveness in programming and in the operations of projects.

The external evaluations

In line with our Strategic Plan 1997-2001, three major evaluations took place in 2000 to prepare for a new Strategic Plan that will start in 2002. Three external consultants worked with the full collaboration of Foundation staff to evaluate the relevance and effectiveness of the Foundation and its work, and to indicate new ways forward. The first evaluation was of the substance of the Foundation's work. It assessed the theoretical framework that guides the Foundation in relation to current thinking and practice; the content of the grantmaking programme; and our dissemination strategies. The second evaluation reviewed the Foundation's communications programme to determine the appropriateness and quality of the present communications objectives, strategies and products. The third evaluation was from the viewpoint of outside individuals and organisations, including present and past grantees of the Foundation, and peer foundations. It investigated the effectiveness of the Foundation as a charitable organisation.

The main objective of these evaluations was to help us to establish exactly how the Foundation should develop over the next few years; and the outcomes will substantially influence our Strategic Plan 2002-2006. Together, these evaluations showed us the areas in which we are performing reasonably well; and pointed out areas where we could improve. They offered a number of new grantmaking opportunities and possibilities that perhaps ought to be explored. They also stressed the importance of making sure that relevant project findings are properly documented and communicated. In this respect, we will be further enabling our partners to develop their capacities in these areas; we will be sharpening our marketing of the outcomes of project activities by targeting specific audiences with specific products; and we will be maximising the communication possibilities of the Internet.

Conclusions

In presenting the Foundation's year, I have focused on some of the challenges we have faced in 2000, and have shown what we learned and how we are learning. Looking back, it is clear that the outcomes of these learning processes have helped us to refine the nature and improve the quality of the programme of project support that we fund; have helped us to identify some of the most significant themes that we now need to focus on; and have shown us how to operate more effectively.

What next for young children – and therefore for the Foundation? There is greater interest on the part of governments, funders and development agencies in the well-being of young children than in the past, because it is now generally accepted that the first years are indeed the most important for their healthy development. This is gradually being reflected in the deployment of new resources from governments, from international and multilateral organisations, from the corporate sector and from the world of foundations. The need now is to make sure that those resources are used properly – and that they are always made available.

Unfortunately, however, there is a tendency to embrace the concept of ECD in ways that do not always serve the best interests of young children. Two examples make this clear. The first is the notion of extending compulsory education downwards to include very young children. This implies that the early years should serve as

Kenya: Community Support Grants at Tana River
Photo: Rien van Gendt

preparation for primary school – something that often translates as 'preparation to perform well in the formal school system'. In practice, this can mean that young children lose crucially important experiences and opportunities – for example: gaining knowledge through discovery; expressing their creativity; and being proactive learners who help to determine their own unique ways of growing and developing.

The second example is linked to the first. It is now accepted that children who have the advantage of good ECD programmes perform better on economic and social indicators as they grow – put crudely, that societies can expect high returns from future adults. Unfortunately, this has led to a worrying tendency to 'sell' investment in ECD solely on the strength of these benefits. In practice, this can mean the premature channelling of children's potential into reaching specific goals such as high academic achievement ... and in doing so, losing the quality in the programmes that produces the benefits.

Against this background, the Foundation – together with its partners across the world – has to sustain a focused but multi-faceted approach to its work. This approach has to be flexible enough to meet new demands and circumstances, yet still be based on the Foundation's constantly accumulating learning. In its programme of project support, that means continuing to seek and develop innovative approaches to child development, reinforcing best practices, and concentrating on what is effective in specific cultural, social and economic contexts. In its dissemination programme, that means continuing to share what is really happening in work with young children, contributing to ECD debates by offering reflections on practice and the interface with theory, and targeting specific audiences with specific dissemination products. In its advocacy programme, it means influencing policy and decision making not only by continuing to demonstrate the importance of ECD, but also by showing what works and what does not work in supporting the holistic development of young children.

Quite simply, we have to constantly ask ourselves: 'How can we best enhance the potential of young disadvantaged children?'

Rien van Gendt
Executive Director

During 2000, Ivar Samrén (Sweden) stepped down as Chairman of the Board of Trustees; while Hans van Liemt (The Netherlands) retired. I would like to thank both of them for their dedicated service to the Board over many years, and for their guidance through times of considerable change in the sources of the Foundation's income. Ivar Samrén remains a Board member.

Reinhart Freudenberg (Germany) took over as Chair during the year; and Mrs Marjorie Benton (USA) took over as Vice-Chair.

IT IS WITH DEEP REGRET THAT I HAVE TO RECORD THE DEATH OF
DR WILLEM H WELLING
ON 9 JULY 2000, AFTER A SHORT ILLNESS. HE WAS 77 YEARS OLD.

WILLEM WELLING WAS EXECUTIVE DIRECTOR OF THE BERNARD VAN LEER FOUNDATION FROM 1968 UNTIL HIS RETIREMENT IN 1988. AT THE TIME HE TOOK UP THE POSITION, THE FOUNDATION WAS SMALL IN TERMS OF ITS STAFF, ITS INCOME AND THE NUMBER OF PROJECTS SUPPORTED. UNDER HIS LEADERSHIP IT EXPANDED IN ALL THESE AREAS BUT HIS MAJOR CONTRIBUTION WAS QUALITATIVE. IN SHAPING THE FOUNDATION'S PROGRAMME OVER THE YEARS, HE PURSUED WITH CREATIVITY AND COMPASSION THE FOUNDATION'S AIM TO FURTHER THE 'REALISATION OF HUMAN POTENTIAL'.

HE SAW THE FOUNDATION AS A FACILITATOR, A STIMULATOR, A PROVIDER OF SUPPORT SYSTEMS BECAUSE, IN HIS OWN WORDS, THE FOUNDATION 'IS ABOUT BUILDING CAPACITIES IN PEOPLE TO BRING ABOUT A SOCIETY WHERE THEIR CHILDREN CAN LIVE MORE FRUITFUL LIVES'. HIS APPROACH TO PROJECT SUPPORT WAS UNIQUE AT THE TIME: WORKING WITH IMPLEMENTING AGENCIES AS EQUAL PARTNERS; UNDERSTANDING THAT THEY WERE RESPONSIBLE FOR THEIR OWN WORK; LISTENING RESPECTFULLY TO WHAT PARTNERS SAID AND DID; PROVIDING OPPORTUNITIES TO SHARE AND LEARN FROM EXPERIENCE.

MANY TENS OF THOUSANDS OF CHILDREN AND FAMILIES WERE REACHED THROUGH PROJECTS DURING THE 20 YEARS THAT WILLEM WELLING LED THE FOUNDATION. AT THE SAME TIME, HE INFLUENCED THE THINKING AND THE PRACTICES OF MANY OTHER ORGANISATIONS THAT WORKED WITH AND FOR CHILDREN AND FAMILIES. THE WORLD OF EARLY CHILDHOOD HAS LOST ONE OF ITS PIONEERS, AND MANY PEOPLE AROUND THE WORLD HAVE LOST A FRIEND AND ALLY.

ALSO WITH REGRET, I HAVE TO RECORD THE DEATH AT THE AGE OF 75 OF DR JOANNES KREIKEN, EMERITUS PROFESSOR AND FORMER RECTOR MAGNIFICUS OF THE UNIVERSITY OF TWENTE, THE NETHERLANDS. DR KREIKEN SERVED AS A MEMBER OF THE BOARD OF TRUSTEES FROM OCTOBER 1973 UNTIL MAY 82. HE IS STILL REMEMBERED FOR HIS COMMITTED SERVICE, A SERVICE THAT WAS OF GREAT VALUE TO THE FOUNDATION.

Gathering, analysing and sharing: the Foundation's dissemination programme

The Foundation operates a substantial dissemination programme which draws heavily on the ideas, approaches and work of the projects that the Foundation supports. That means that many of our dissemination products are rooted in actual practice, and include analysis and reflection about that practice.

The Foundation's WebSite – www.bernardvanleer.org – is now an important element in our dissemination programme: it complements hard copy distribution, thereby greatly expanding our audiences. The WebSite features all the core information about the Foundation and its work, allows discussion on important ECD topics, and is a way to disseminate publications and other materials.

Our more traditional dissemination programme includes *Early Childhood Matters*, an English language journal about ECD practice that is intended to inform practitioners, policy and decision makers, and academics. It is published three times a year and each edition is centred on a theme. In 2000, these were 'Talking with children', 'Parents and ECD' and 'The Effectiveness Initiative: creating an environment for learning'.

Espacio para la Infancia es una revista cuatrimestral, en español y portugués, que cubre temas relacionados con la primera infancia y su desarrollo. En el año 2000 los temas abordados fueron 'Recientes reflexiones sobre la efectividad de los programas', 'Participación infantil' e 'Iniciativa sobre efectividad: un entorno para la aprendizaje'. En general, *Espacio para la Infancia* contempla experiencias y prácticas llevadas a cabo en diferentes entornos con el fin de mostrar distintos enfoques o perspectivas sobre determinados aspectos de los programas de desarrollo infantil. Está dirigida a personas que trabajan en este tipo de programas o que toman parte en la toma de decisiones de los mismos. Asimismo, constituye un material de referencia para estudiantes y profesores en las correspondientes áreas.

We publish two series of publications that deal with aspects of ECD, usually with a focus on practice. The first is called 'Working Papers in Early Childhood Development' and comprises short background documents drawn from field experience. It aims to present relevant findings from work in progress. In 2000, two new Working Papers were published.

Evaluation of the Self-Employment for Geçekondu Women Project (Working Paper 27)
Asu Aksoy, Sandra Schilen and Tulu Ülgen.
This paper takes a very honest look at Turkey's first microcredit project aimed specifically at women. It tells the story of how the Foundation for the Support of Women's Work (FSWW) came up with the idea of developing a microcredit project. It then goes on to describe the reasons why the women need loans; what they spend them on; and how they cope with running a household and a business at the same time. FSWW's underlying message is that, if given a little initial support, women living in poverty can bring about a better quality of life for themselves, their families and their environment, and thus give their children a better chance for the future.

Valuing evaluation: a practical approach to designing an evaluation that works for you (Working Paper 26)
Alain Thomas.
Valuing evaluation is based on an evaluation workshop that took place in Tel Aviv, Israel, in May 1997. As the workshop participants

Mozambique: Escolinha Borboleta (Butterfly) Project/Associação da Criança Família e Desenvolvimento (CFD)
Photo: Maria José Tovar

included staff from 11 projects, the discussions centred around very practical issues, including: what is evaluation; why people evaluate; the aims of evaluation; and so on. As this paper recounts the findings of the workshop, it is particularly useful to project staff and resource centres, and also of interest to project directors, policy makers and academics.

The second series is called 'Early Childhood Development: Practice and Reflections'. It addresses issues of importance to practitioners, policy makers and academics concerned with meeting the educational and development needs of disadvantaged children in developing and industrialised societies. A recent example came from Wales.

The Cynon Valley Project
Alain Thomas
The Cynon Valley Project in Wales, United Kingdom, struggled with the consequences of economic decline in two communities. The project's focus was on early childhood and community development. Through the voices of parents, community workers, and childcare workers, this book charts the development of the work in both communities and analyses why their directions diverged so radically. The thread that underpins this study is that the people making up communities must have the strings of development in their own hands. Equally, funding agencies must be prepared to be flexible and react to changes in direction if real development is to take place.

We also publish posters. To gather the best pictures possible, we run an annual competition for photographs and illustrations about children and their development. This produces not only the poster, but also an excellent collection of good pictures to use in many of the Foundation's other publications – including this *Annual Report*.

Many of the Foundation's publications can be read on our WebSite – www.bernardvanleer.org – and downloaded free of charge. Alternatively, our publications are available in hard copy, as is our Publications List, from the addresses shown on the back cover. All publications are free of charge in single copies.

A review of our interests in 2000

Bringing fathers into ECD

A long standing and somewhat intransigent challenge for ECD projects is the limited role that fathers often play in the healthy development of their children. We have supported work in several countries over some years to encourage fathers to take on the important roles that – in their specific contexts – they have in the world of their children. However, we wanted to know more about fathers, fatherhood and fathering – especially about how these concepts vary in different cultures and contexts, and what the implications are for the work of the projects that we support. We therefore launched a programme of investigation. This included the commissioning of a set of four regional studies on fatherhood in Europe, the Caribbean, the Arab world, and Latin America to inform our work. The resulting papers will describe the broader policy and cultural contexts within which fathers and father-related organisations operate, give details about major projects that deal with fathers, and provide information to create a network. As these papers were being prepared, we also drew together and analysed the experiences of projects that we support.

In the investigation, one major objective for us was to go beyond the 'Western' perceptions of fatherhood that dominate the literature and debate, and gain a better understanding of 'non-Western' perceptions. This revealed some similarities and parallels, and some strong differences. A sense of the differences can be gained from reflecting on the issues that typically arise on each side. For example, in projects for Western fathers and families the issues range from 'work time versus parenting time', to 'the rights of fathers, particularly after family break-up'. In contrast, typical issues in 'non Western' fatherhood projects that the Foundation supports included 'sustaining good traditional fathering practices in the face of factors such as encroaching economic and social pressures'; and 'what to do about bad practice'.

In our current programme, 'fathering' is included in the wider work of projects that we support, rather than being the sole focus. This ensures that it is treated in harness with other significant factors in the lives of young children; and that it finds its natural place in a holistic approach to ECD. Fathering is also the core interest of a group of projects that we supported in 2000. On the 'Western' side these include 'Fathers Plus' and 'Father's Direct' in the United Kingdom, and 'Engaging Fathers' in Australia. All have a programme of initiatives with fathers, designed to help them identify their roles, and to resolve the particular problems that they may be encountering. They also network nationally and internationally and support major international conferences around fathering themes. Documenting these new experiences, and the impact achieved, is also an important feature.

On the 'non-Western' side, the work of projects ranges from helping migrant fathers to define their parenting roles in their new settings in The Netherlands; to exploring the practical implications of perceptions of fatherhood among rural Quechua speaking families in Peru. In the latter, the concept of fathering is based on the notion of males loving and caring, and on the practice of fathers fostering the well-being of their children, and nurturing and teaching them. In India, the work of the Karnataka-based reproductive health project 'A Sense of Rhythm' parallels this. The project is being implemented by the Family Planning Association of India in conjunction with the University of Groningen, the Netherlands. Four basic principles inform the work of all projects that work with fathers:

- that children need their fathers to be close to them and fathers need to be close to their children;
- that when fathers fail to engage with their children, it is not something that is inherent in the fact of their being male – although it may be something that is inherent in cultural perceptions and understandings of manhood;
- that the complexities of fathering are addressed in the context of local realities, cultures and norms; and that fathering and fatherhood can have a range of expressions, any of which may be appropriate for children, fathers and families.

Reaching inside families

The Universidad del Norte has been a Foundation partner since 1980. Its programme activities take place in the communities along the Caribbean coast in the North of Colombia, communities that are characterised by widespread poverty, limited employment opportunities and a lack of social and physical infrastructure. Over the past decade the situation has worsened because of the conflict and violence that reigns in Colombia. One consequence is large groups of displaced families.

Over the years, the University has developed, consolidated and disseminated new ways and modalities for childcare and education for young children of disadvantaged families. In 2000, the Foundation agreed to fund a new project – Infancia y Tiempo para la Familia – to influence and positively change major institutions that have an impact on the well-being of young children. Working with the programmes of the Insituto Colombiana para el Bienestar Familiar – including Hogares Familiares (home-based centres), and Hogares Comunales del Niño (daycare centres) – it will encourage and enable them to focus on the family as the basic unit in which children are born and raised.

The project team will also work closely together with the Fundación Para el Desarrollo del Niño, la Familia y la Comunidad, a foundation set up by families and the communities to strengthen communal actions. The aim is to replace often hierarchical family relationships in which violence may be used to resolve conflicts and problems, with an environment centred on positive stimuli and a culture of acceptance and reconciliation. To achieve this, the project will identify those principles and mechanisms that determine relationships between children, parents, caregivers and communities; and reinforce positive elements such as family solidarity and affection. At the same time it will show how to stimulate more democratic behaviour within families, and in relationships between family members/caregivers and children.

This work will be complemented by a series of action-research studies that focus on key elements in the way families and communities behave towards, and relate to, children. These studies will include capturing traditional social values and identifying socialising mechanisms in the community such as collaboration, solidarity, tolerance and respect. The studies will also focus on the capacity of institutions in the community and the public sector agencies to coordinate actions, and take account of the value and significance of the Declaration of the Rights of the Child. At the level of the individual family, the studies will focus on concepts of relationships between parents, and between parents and children; the ideas that family members have about affinity, love, sexuality and social behaviour, and how time and efforts in the individual family can contribute to creating a better climate in which their children can prosper.

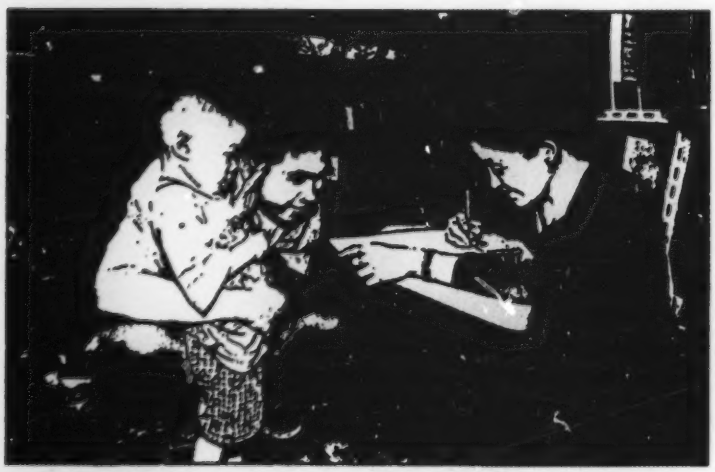
Reaching young parents with new information technologies

How do you best support migrant parents who need information about parenting and childrearing that is culturally appropriate, yet acknowledges the changing realities that these parents live in? For some years now, the Foundation has supported the 'Intercultural Parent Support' project for migrant parents of Turkish origin in Berlin to tackle just this sort of challenge. The project is operated by Arbeitskreis Neue Erziehung (ANE), and has always recognised that a multi-faceted approach is necessary. So far, it has produced a series of culturally appropriate parent information leaflets. It has also built up the skills and capacities of parents' associations so they can participate in distributing bilingual parent support materials and in supporting parents in their childrearing tasks. In addition, ANE has advocated for, and raised awareness of, intercultural and family issues; and has created and sustained networking between itself, the parents' associations and the German statutory service agencies.

In 2000, the Foundation agreed to support an exploratory new project with ANE. It is called the Network for Intercultural Communication (NIC), is for parents, experts and service providers and is specifically about supporting young parents. At its core is the sense that these parents need help to cope with the changing realities of their world – for example the fact of becoming parents and the implications of that.

The project is therefore exploring how information technology could help to meet the needs of parents – especially those of migrant origin. It will generate data and ideas about using Internet-based, information sharing and support strategies; and it will include a literature review on the significance of the Internet in social processes, on the social profiles of Internet users and on the role of the Internet in learning processes. These findings will be related to statistical and qualitative data that were generated in ANE's Intercultural Parent Support project; and will be amplified in discussions with a broad range of organisations active in child support, migrant affairs and Internet provision. In addition, a questionnaire will be sent to 1,800 parents on accessing and using the Internet. Two community-based workshops will further contribute to the collection of data and the sharing of experiences.

This is the first time that the Foundation has funded a project to explore the viability of the Internet as a medium that can reach parents effectively.



Thailand: Registering children for an activity afternoon (Railway Community) Foundation for Slum Child Care (FSCC)
Photo: Jim Holmes ©

Reaching inside the informal settlements of Harare, Zimbabwe

Informal, peri-urban settlements are commonly referred to by the Government of Zimbabwe as 'temporary holding camps'. However, many people live in them for years; while their 'temporary' status means that services such as housing, education, health, sanitation, and so on are inadequate, if provided at all. In November 1998, Inter-Country People's Aid (IPA) carried out a UNICEF-funded research study to assess immediate issues facing three such settlements. In each of these, most people have been resident for more than five years, unemployment is very high, many families are headed by single mothers, and there is a disproportionate number of children under 10 years of age. The research incorporated a census and focused on health and nutrition, living environments, education, children with special needs and the socio-economic environment of women and children. Among the most important findings were that women and children faced a lack of access to sanitation and standpipes, a lack of basic education, and a lack of income opportunities.

The study was followed by a grant from the Foundation for further research into the lives of children and for formulating a participatory plan of action to address children's welfare in the settlements. In the study, IPA staff worked together with children, youth and adults, using participatory methodologies and adding qualitative data to reinforce the quantitative data that emerged from the UNICEF study. This process empowered adults, youth and children alike – not only did they have to identify critical issues affecting their lives, they also had to come up with solutions to their problems. At the core of the resultant plan of action is a rights-based community mobilisation approach that engages children, youth and adults in community child welfare issues.During 2000, the Foundation funded IPA's 'Child Welfare Programme' to implement the plan. The point is to strengthen caregivers and increase community problem-solving capacity. The programme will continue to employ participatory methodologies and will build on existing community strengths and structures – for example, by training early childhood development motivators from the communities. It will also equip young people with the skills to become peer educators to younger children on key issues such as the prevention of sexually transmitted diseases, and the spread of the HIV virus. In tackling child rights, it will work particularly through Vatetes ('aunts' known to children), caregivers and primary school teachers. These groups will work together with the police, and with courts that have been especially adapted to be 'victim friendly'.

In addition, the programme will introduce community-based care for the growing number of orphans whose parents have died of HIV/AIDS. This will include testing support mechanisms for child-headed households; and – with support from the Oak Foundation – the operation of a revolving fund to meet the cost of school fees and other immediate needs of orphans.

One particularly exciting aspect of this programme is that it is based on participatory work with children as well as adults. In this, it has elevated children from mere passive recipients: it has brought them into the decision-making process. In the longer term, this will help to ensure that they will naturally and confidently grow into participatory roles in their families and communities, and that they will be involved in the development and continuing implementation of the 'Child Welfare Programme'.

Finding an effective response to HIV/AIDS

The HIV/AIDS pandemic that is afflicting communities across Sub-Saharan Africa impacts directly on the children of parents suffering from HIV/AIDS, and the orphaned children of those parents who have succumbed. In addition, many children are infected with HIV or have AIDS. Since the mid-1990s our support to HIV/AIDS initiatives in Southern Africa has focused mainly on prevention – increasing community and parental awareness about the virus; how it is transmitted and how transmission can be prevented. However, monitoring the situation with our project partners in the region during 2000 revealed many significant factors that set us all a new challenge: how to devise a broader but affordable response that could have a wider impact. These factors included the following.

- That children orphaned by AIDS are just one of many competing urgent priorities of governments that are under intense pressure to cut back on social and health services under structural adjustment programmes.
- That the deep rooted kinship systems of extended family networks of aunts, cousins and grandparents that have proved resilient to major social changes, are now unravelling rapidly.
- That children orphaned by the pandemic are unlikely to have access to ECD services, school and health services.
- That children are often forced to migrate – usually to urban areas – and are likely to take on adult responsibilities.
- That children are often emotionally vulnerable and financially desperate, and therefore more likely to be sexually abused and forced into exploitative situations, such as prostitution.
- That pregnant women are not routinely screened for HIV and very few know whether they are carrying the virus, or the kind of risks that their babies face. Fewer still have the means to obtain anti-retroviral drugs.
- That in the rural areas where women produce most of the food, households lose their source of income when women have to care for sick family members, or when they themselves are infected.
- That scarce resources and a lack of income, plus the stress of HIV/AIDS itself, negatively impact on the effectiveness of volunteer-based programmes. Programmes need to become economically sustainable.
- That the legal rights of the children are inextricably linked to those of their surviving parent. When this is the mother, children may lose both their home and their inheritance.

The monitoring work also uncovered something very positive and hopeful: that, however critical and devastating the crisis might be, countries and communities across the region were already caring for large numbers of orphans, and providing locally relevant solutions to their immediate needs. These solutions include supporting community childcare committees; surrogate mothers; child headed households; grandparents who take over parenting roles; and ECD service providers that take in orphans. They also include transforming welfare agencies into community-based resource and outreach programmes. Now, many of our project partners are basing their work on these kinds of solutions, using what has been a Foundation approach for many years in Southern Africa: building on what people in affected communities know and can do. The key principle in this work is to respect and keep in mind children's best interests, especially in situations where the welfare of the whole community is weakened.

During the year, our HIV/AIDS programme grew to support a total of 16 supported projects in South Africa, Kenya, Namibia and Zimbabwe. Details of those funded for the first time in 2000 can be found on pages 30-48. Overall, the 16 projects cover education and prevention; and strengthening the coping mechanisms of communities and families to care for children at risk. To deal with the scale of the problem, our partner organisations are also strengthening themselves and the community-based organisations with which they work. At the same time, they are developing collaborations with policy makers, governments and international agencies to ensure that enough resources are available, and that these are used in the most effective ways. The challenge for us now is to make sure that these community-based approaches do work and can be kept going.

Moving into a new region

There is no doubt that Central and Eastern Europe continue to need support following the collapse of the old economic system and, with it, the decline in the quality and quantity of many services that were once provided by the state. In the field of ECD, it is also clear that some approaches and practices need to be reviewed and updated; while some existing provisions need to be upgraded. During the 1990s, the region attracted a great deal of interest from funders and development agencies in a variety of fields – so much so that the resources of some agencies were over-taxed as they simultaneously tried to respond to other, equally valid demands from other regions.

The challenge for us was two-fold: how to avoid spreading our resources too thinly; and how to have a meaningful impact that would also lay the foundations for a wider programme. We opted to start by focusing on just one country – Poland – and to develop a small programme of projects with local partner organisations. This was designed to provide direct and immediate benefit for a large number of preschool children, but in ways that made sense strategically. One example of a project that we supported is 'First Step – Preschool Teachers'. This is run by the Polish Children and Youth Foundation (PCYF), and derived from the need to upgrade public kindergartens. It set out to familiarise preschool teachers with child centred educational methods, building on existing facilities and human resources to transform the quality of the development environments to benefit many thousands of young children. This was a good investment: over the past five years the project has trained a group of trainers and over 1,000 preschool workers.

During 2000, we co-funded a new phase of support for the 'First Step – Preschool Teachers' project in conjunction with the Rural Development Foundation in Warsaw and the Foundation for German-Polish Cooperation. In the new phase, the project will concentrate on disseminating and consolidating innovative concepts in the Polish preschool sector, and on building the sustainability of the programme. To do this, it will create an Educational Training Association (ETA) that will have a strategic place within the educational reform plans. ETA will provide wide scale training to preschool teachers – including those in remote and rural regions; will organise support and refresher training for trainers; and will also train a group of trainers in using materials developed by Haus am Rupenhorn, a Berlin-based in-service training institution. These materials enable preschool teachers to develop tailor made, holistic programmes for their schools. The dissemination and promotion of preschool innovation will be enhanced by organising three regional seminars for policy-makers, educational managers and teaching professionals.

We also funded a second phase for the 'CHANCES for Children' project, also in Poland. This was in response to a very specific challenge: what to do about substance abuse (mostly alcohol). This is a widespread and pervasive phenomenon in Polish society that has devastating effects on children and families. One of the project's core strategies is to work with families on parenting skills and the promotion of family stability. In doing this, the project will build on the achievements of its first phase. These included: developing support and counselling services for preschool children and their parents; developing methods of support and training for preschool and primary school teachers of children who show disruptive behaviour and learning difficulties; and where possible preventing children in dysfunctional families being taken into care.

Together, the outcomes of these two projects will help us as we reflect on our anticipated expansion into other countries in Central and Eastern Europe – and indeed, elsewhere as well. For example, it is clear that we will use our limited resources most effectively if we can support projects as they develop bodies of work that fill strategic needs – especially if those strategic needs are not just recognised by the government, but are targeted for action.

Refining and developing our Caribbean Regional Programme

In 1997, the member states of CARICOM adopted the Caribbean Plan of Action for Early Childhood Education, Care and Development, as part of the region's Human Resource Development Strategy. In response to the Plan, the Foundation developed the Caribbean Support Initiative (CSI) with the aim of assisting in meeting specific objectives pertaining to childcare and parent support issues. In 2000, we contributed to the costs of the Third Caribbean Conference on Early Childhood Education in Jamaica that reviewed the implementation of the Plan, and re-examined and confirmed the regional commitment to ECD.

At the same time, the Foundation commissioned an external review of the Foundation-supported CSI to ascertain its strengths, weaknesses and achievements. As a result, we have renewed our commitment to help to build a regional infrastructure for integrated ECD services. This year, more specifically, we have begun to explore the parameters for a five-year programmatic endeavour which will respond to some of the most urgent issues emerging from the regional Plan of Action. These issues include: access to relevant ECD knowledge; dissemination and replication of good practice; strengthening the training capacity of ECD agencies; and identifying sources of funding for the ECD sector.

Based on the initial findings of the external review and on consultations, the Foundation is now working together with other donor agencies towards a strategic and regional approach. We expect to take a particular interest in furthering the exchange of experiences and the pooling of resources among Caribbean ECD agencies and professionals; in stimulating joint efforts to boost delivery of direct services especially for children between zero and four years; and in sensitising policy makers and the public via the media.

Through these kinds of coordinated efforts, and through planning, training and cost sharing, the Foundation will respond to the need for collaboration and networking; for increased attention to key issues such as parenting, teenage motherhood and quality care; and for regional applicability of relevant intervention models.

New kinds of partnerships

The Foundation has no field offices: a small team of Programme Specialists based in The Hague develops our programme of project support. One constant challenge is to ensure that the projects that we fund get enough support. For example, in Malaysia we decided to build on the efforts of indigenous people to form a network of organisations and develop an agenda that reflects their interests. These community-based organisations (CBOs) all run field-based programmes in sites which are usually scattered and difficult to reach. A number of them run preschools for indigenous children with the aim of increasing school retention and performance. The idea of forming a network with its own agenda developed into the notion of creating an intermediary level organisation that met the needs of both the indigenous people, and the Foundation. The intermediary organisation will therefore create a forum for exchanging ideas, information, and experiences about the core work; and provide technical back-up for tasks such as

accounting and reporting. It will also increase the degree of local control in making decisions about the programme, controlling resources and mediating problems that may arise. Finally it will provide the Foundation with a more efficient way of working with local groups while still meeting the needs of indigenous children in difficult terrain.

The intermediary structure that emerged is a consortium of CBOs that adds value to the field work that is continuing with local communities and children. One member of the consortium – PACOS – has the most experience and also the necessary capacity. It was therefore asked to manage the tasks associated with networking, technical backstopping and monitoring. Aside from maintaining the status quo of field programmes, the consortium also tackles new terrain such as organising an international meeting among indigenous peoples, organising documentation, and assessing whether the membership is growing or contracting. A steering group representing the member CBOs makes decisions through consensus. PACOS follows up decisions with the necessary time and energy, but the structure is essentially democratic, reflecting the normal functioning of indigenous communities.

The idea of the consortium in Malaysia grew from the CBOs themselves. However, it also works the other way around: intermediary organisations can also be useful in helping us reach CBOs that, for a variety of reasons, would otherwise be inaccessible to us. CBOs have been recognised for years as effective, front-line organisations that best know the local realities for children; understand the capacities and expertise of communities in taking positive action for themselves; know what works because they have to live with the outcomes; and know how to get extra support when needed. Given that much of the work for children that we fund is within families and communities, we have learned that it is imperative to explore the possibilities for local initiatives that CBOs open up.

Relevant here is our experience in Kenya with the Government of Kenya, The World Bank and the Aga Khan Foundation. There, the 'Community Support Grants' project has responsibility for disbursing World Bank funds for community-based work with young children and their families, that builds local financial, organisational and management capacity. The point is to ensure both quality in ECD services and long term sustainability of the work. To disburse the money, the project has so far signed partnership agreements with three communities for improving home-based care; preschool teacher training; and health and nutrition. Also in Kenya, another intermediary organisation – the Kenya Community Development Foundation (KCDF) – works with five Foundation-supported organisations to strengthen their institutional capacity for implementing community-based ECD programmes. Our partnership with KCDF is informing our own learning agenda about working with intermediary organisations, endowing community development foundations, regranting, and new ways of grantmaking.

Early childhood care and development, Education For All (EFA) and the Dakar Framework

The World Declaration on Education for All (EFA) that was created in Jomtien, Thailand in 1990, set clear goals for the attainments of basic education and learning to be achieved by the year 2000. The Declaration included early childhood care and development (ECCD) as an important extension of the more traditional approach to basic education:

> *Learning begins at birth. This calls for early childhood care and initial education.*

The World Conference on Children that followed shortly afterwards, created a Framework for Action that called for:

> *Expansion of ECCD activities, including family and community interventions, especially for poor, disadvantaged and disabled children.*

In April 2000 the World Education Forum in Dakar, Senegal, surveyed progress in meeting the EFA targets set 10 years before. Robert G Myers, in a review that was specially commissioned by UNICEF and the EFA Forum, assesses progress as far as young children are concerned.* Working from the statutory country reports that were produced for Dakar, Myers makes the point that much of the collected data focuses on how many children are reached by early childhood programmes; and on changes in the conditions that help to ensure both availability of programmes and quality within those programmes. He goes on to point out that much more illuminating and significant would have been data that reflected progress in terms of developing quality programmes; and in terms of enhancing the well-being of young children. But hard information about improved opportunities for children, and about how these have been effective in enhancing their actual development, is missing.

His general conclusion is that there have been some advances – for example, in the health and nutritional status of children, and in enrolment in early childhood programmes – but that these advances vary enormously. The raw figures in which they are expressed have to be carefully studied to determine the real nature of the advances; and to show which children have actually benefited. One cause for concern he highlights is that 'early childhood' tends to be interpreted as 'preschool'. This means that most country programmes have concentrated on children close to the age of statutory primary school admission; and it also means that children under three years – those whom programmes would most benefit – have been largely neglected.

In practical terms, the greatest richness of Myers' study is found in his discussion of the factors that have impacted on the delivery of the kinds of programmes for young children that EFA looked forward to. One set of these factors include changes – for good or ill – in the demographic, economic, social and political contexts in which programmes are conceptualised and operated. A second set includes changes in the early childhood knowledge base, in attitudes to early childhood development, in policies and legal and

legislative frameworks, in the availability of resources, and in programme strategies. What he presents here is a vivid and detailed picture of what early childhood programmes have to take into account as they are set up and operated. He then goes further, identifying clear problems and challenges that often arise. These include: lack of political will; weak policy and legal frameworks; an inappropriate uniformity in early childhood services; financial inadequacies; poor quality; lack of coordination; narrow programme conceptualisation; and lack of attention to particular groups.

Finally, he offers suggestions about where to concentrate next, in meeting the early childhood vision in the 1990 World Declaration on Education for All, as reaffirmed in 2000 by the Dakar Framework. Taken as a whole, Myers' review serves as a crucially important reference in translating aspiration into reality. To quote from the Dakar Framework – 'We hereby collectively commit ourselves to the attainment of the following goals:

1. expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
2. ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality.'

* Early childhood care and development: a global review 1990-1999, UNICEF/EFA Forum

Jamaica: Portmore Day Care Centre
Photo: Bild Alsbirk

Events, achievements and awards

In South Africa, the Foundation-supported Lesedi Educare Association was awarded the Association of Educational Training Associations of South Africa (AETASA) Provincial and National Awards for Integrated Adult Basic Education and Training (ABET) providers. These awards are for special achievements by service providers who have pioneered or implemented a true ABET programme. In Lesedi's case, the awards recognised both the quality of the training, education and support services/programmes themselves, and the impact of these services and programmes on the lives of rural families and communities.

In Mozambique, the Foundation-supported Wona Sanana project was among 12 finalists for the first ever Betinho prize for the use of information and communications technologies, to bring about social justice and development. This is awarded by the Association for Progressive Communications (APC), a globally interconnected NGO network of groups working for peace, human rights, development and protection of the environment. APC pioneers new ways for civil society to use the Internet strategically. More information can be found at www.apc.org. Wona Sanana has an excellent record in building the capacity of communities and NGOs, and in helping to develop a simple, user friendly information system with which families, communities and practitioners can assess problems and improve their children's well-being.

It was an outstanding year in Jamaica for Foundation-related people, and Foundation-supported projects and events. Here it is only possible to feature a few. Dr Elsa Leo-Rhynie of the Dudley Grant Memorial Trust was awarded the national Order of Distinction, Commander Class, in recognition of her dedication to disadvantaged children as exemplified by the leadership and advocacy roles of the Dudley Grant Memorial Trust. More information about the early childhood work of the Trust can be found at www.jsdnp.org.jm/ppr/bestcase98.htm.

Joyce Jarrett, Director of the Foundation-supported 'Roving Caregivers Programme' was awarded the National Order of Distinction, Officer Class. This is to honour her dedicated service to disadvantaged children in rural Jamaica. The 'Roving Caregivers Programme' is operated by the Rural Family Support Organisation (RuFamSo) – which itself received UNICEF's highest honour, the Maurice Pate Award. The award – which is worth USD $25,000 – is given annually to an institution, organisation or individual whose work embodies UNICEF's mission of protecting and promoting the health, welfare and general well-being of children. More information about the programme can be found at www.unicef.org/media/mediaplanner/902.htm. RuFamSo also featured in the Government of Jamaica's National report on the follow up to the Lima accord towards the World Summit for Children, as one of Jamaica's successful experiences; and in UNICEF's *The State of the World's Children 2001.*

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The May Pen Center was selected as an example of best practice for inclusion in UNICEF's publication Changing the future for Jamaica's children. The Center focuses on adolescent mothers and their infants, offering a low cost stimulating and creative environment, while helping to foster healthy relationships between parents and children, and demonstrating the value of early childhood education.

Finally in Jamaica, the week long Foundation-supported Third Caribbean Early Childhood Conference, organised by the Jamaica Early Childhood Association in conjunction with the Ministry of Youth, Education and Culture, attracted key players in early childhood services from 21 Caribbean countries. Participants dealt with a wide ranging list of themes that covered: developing the whole child; planning and evaluation; legislation and regulatory frameworks; parenting and public education; and health and early childhood. A complementary range of workshops covered using music with children; prevention and detection of child abuse; and working with children in violence prone environments, among others.

In St Maarten, an Island Ordinance for Daycare Centres has been ratified by the Island Council and quality inspection started at the beginning of 2001. SIFMA was instrumental in bringing about this advance, and will be part of the Islands' Quality Council.

In Australia, David McAllen, Director of the Aboriginal Teacher Training Project of Batchelor College, was awarded the Order of Australia for his dedication to the educational advancement of Aboriginal peoples.

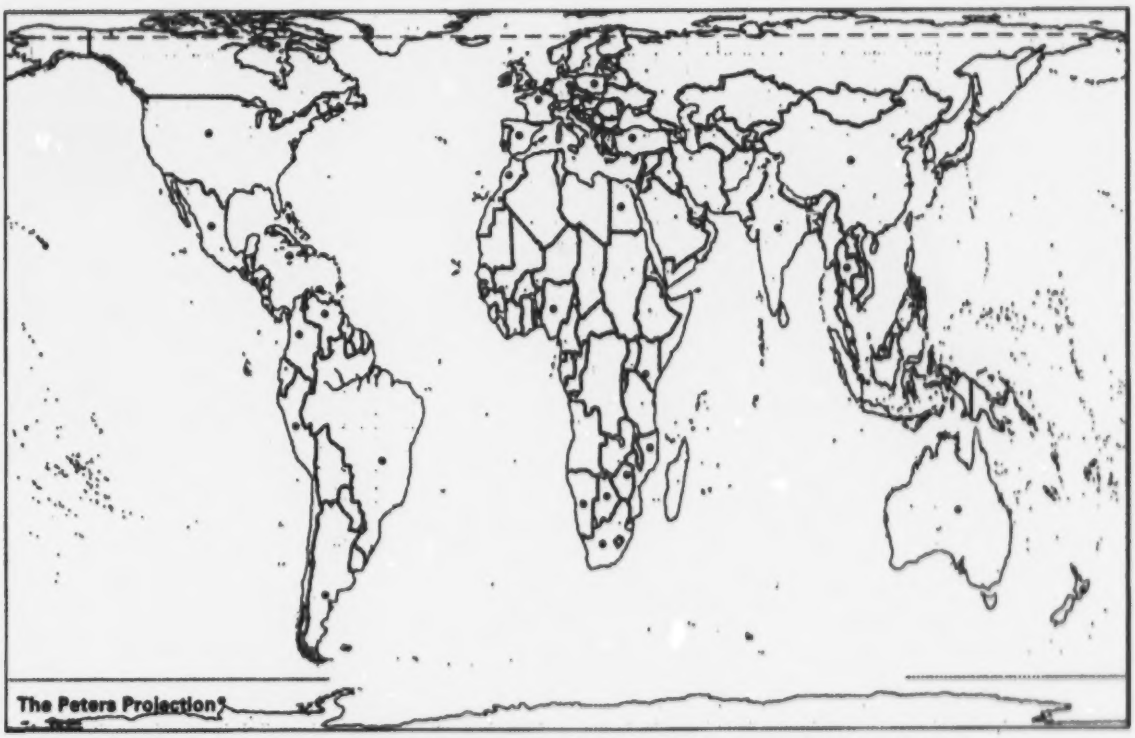
In the United States of America, the Foundation for the MidSouth celebrated its 10th anniversary by honouring philanthropic leaders and outstanding grantees from Arkansas, Louisiana and Mississippi with a day long celebration. A full programme of activities throughout the year included two major gatherings. The first was for childcare providers, child advocacy organisations and legislators, to identify best practices in child development programmes; the second was for child advocates, childcare providers, child health providers, and state human resource personnel to develop a list of critical needs and to assess the need for changing policy on children's health and learning. Former Trustee Cross represented the Foundation at the celebrations.

In Colombia, the Government of the Republic awarded the Bernard van Leer Foundation the 'Orden Nacional al Merito en el Grado Cruz de la Plata' in recognition of its support for children in Colombia during the last 25 years. The decoration was presented in a ceremony at the Presidential Palace in Bogota, attended by the President, His Excellency Señor Andres Pastrano, the Vice President, Señor Gustavo Bell, the First lady and many guests, among whom were representatives of past and current Foundation-supported projects, and His Excellency, the Ambassador of The Netherlands. The Foundation won the Wilmer Shields Bronze Award for excellence in the field of communications – magazines and periodicals class. The Wilmer Shields award programme showcases the ways that foundations and corporate giving programmes use communication strategies and techniques to advance the goals of their grantmaking. It also seeks to educate the field of organised philanthropy about creative and strategic communications.

The Bernard van Leer Foundation became a founder member of 'International Funders for Indigenous Peoples' (IFIP) at its launch in 2000. The mission of IFIP is to provide a venue for communications and resource sharing among international funders of indigenous peoples. It aims to provide a forum across grantmaking disciplines such as health and human rights, share lessons to improve funders' effectiveness, help to identify experts and indigenous leaders by supporting networking and collaborations with other funders, and increase support for indigenous peoples around the world. Additional information about IFIP is available from jlindsay@firstnations.org.

Portugal: Supporting Timorese families
Instituto das Comunidades Educativas (ICE)
Photo: Teresa Moreno Garcia

Countries in which the Foundation made earmarkings 1998-2000



* The Peters Projection is an 'Area Accurate' map that gives a better representation of geographical size and proportion than do most projections.

Argentina, Australia, Belgium, Botswana, Brazil, Chile, Colombia, Egypt, El Salvador, France, Germany, Greece, Guatemala, India, Ireland, Israel, Italy, Jamaica, Kenya, Malaysia, Mexico, Morocco, Mozambique, Namibia, The Netherlands, Netherlands Antilles, New Zealand, Nicaragua, Nigeria, People's Republic of China, Peru, Poland, Portugal, South Africa, Spain, Thailand, Trinidad and Tobago, Turkey, United Kingdom, United States of America, Venezuela, Zimbabwe.

Financial Report 2000

In 2000 the Foundation made project earmarkings (money set aside by the Foundation when projects are approved for funding) to an amount of NLG 32.2million. This is a sharp increase in comparison to 1999 when the level of earmarkings was NLG 27.9 million.

The earmarkings in 2000 were made in 42 countries. An overview of earmarkings by country for the period 1998 – 2000 is found in Table 1.

Table 1 **Earmarkings by country 1998-2000**

	1998	1999	2000	1998-2000	% of total
Argentina	0.297	0.045	0.702	1.044	1.4
Australia	0.505	0.018	0.185	0.708	1.0
Belgium	0.200	0.115	0.468	0.783	1.1
Botswana	0.168	0.757	0.050	0.975	1.3
Brazil	1.304	0.063	0.946	2.313	3.1
Chile	0.481	0.183	0.462	1.126	1.5
Colombia	0.106	1.868	1.271	3.245	4.4
Egypt	0.052	0.213	0.854	1.129	1.5
El Salvador	0.008	0.100	0.390	0.498	0.7
France			0.504	0.504	0.7
Germany	0.084	1.208	0.123	1.415	1.9
Greece	0.797	0.879	0.188	1.864	2.5
Guatemala	0.973	0.091	0.199	1.263	1.7
India	1.658	0.900	1.072	3.630	4.9
Ireland	0.138		0.017	0.155	0.2
Israel	0.281	2.156	0.898	3.335	4.5
Italy	0.037	0.775	0.035	0.847	1.1
Jamaica	0.179	1.142	1.083	2.404	3.2
Kenya	1.159	0.277	2.166	3.602	4.9
Malaysia	0.409	2.025	0.990	3.424	4.6
Mexico	0.946	0.368		1.314	1.8
Morocco	0.206	0.681	0.059	0.946	1.3
Mozambique	1.667	0.734	0.179	2.580	3.5
Namibia	0.276	0.117	0.526	0.919	1.2
The Netherlands	0.227	1.725	1.313	3.265	4.4
Netherlands Antilles	0.008	0.158	0.397	0.563	0.8
New Zealand	0.008	0.005		0.013	<0.1
Nicaragua	0.629	0.165	0.960	1.754	2.4
Nigeria	0.132	0.351	1.033	1.516	2.0
People's Republic of China	0.139			0.139	0.2
Peru	0.593	1.290	2.188	4.071	5.5
Poland		0.427	0.415	0.842	1.1
Portugal	0.271	0.714	0.100	1.085	1.5
South Africa	0.895	2.273	1.466	4.634	6.2
Spain		0.041	0.151	0.192	0.3
Thailand	1.521	0.652	1.116	3.289	4.4
Trinidad & Tobago		0.020	0.305	0.325	0.4
Turkey			0.678	0.678	0.9
United Kingdom	0.041	0.094	1.646	1.781	2.4
USA	2.399	0.326	1.232	3.957	5.3
Venezuela	0.959	0.211	0.475	1.645	2.2
Zimbabwe	1.072	0.211	1.529	2.812	3.8
Others		0.613	0.970	1.583	2.1
Subtotal	**20.835**	**23.991**	**29.341**	**74.167**	**100.0**
Operational projects	**3.704**	**3.874**	**2.895**	**9.108**	
Total	**24.539**	**27.865**	**32.236**	**83.275**	

Amounts NLG x 1,000,000

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Earmarkings include those for country-based projects and those for operational projects. The latter are projects that are implemented by the Foundation itself and include: Publications and Media; Network Development; Programme Development and Documentation; the Effectiveness Initiative; the Foundation Sector; and the Oscar van Leer Award.

Table 2 **Earmarkings in developing and industrialised countries***

	1998	1999	2000	1998-2000	% of total
Developing countries	15.8	15.2	21.5	52.5	70.9
Industrialised countries	5.0	8.8	7.8	21.6	29.1
Total	20.8	24.0	29.3	74.1	100.0

Amounts NLG x 1,000,000
** Excluding operational projects*

For the categorisation of countries as 'developing'or 'industrialised', the Foundation uses the United Nations'criteria. In 2000, the actual distribution of earmarkings over developing and industrialised countries, as intended, exceeded the policy of the Foundation: more than 70 per cent were made to developing countries; less than 30 per cent to industrialised countries.

Table 3 **Earmarkings by amount***

NLG			Number	Amount (Millions NLG)	Amount as % of total
0	-	50,000	47	1.0	3.4
50,000	-	150,000	43	3.9	13.4
150,000	-	300,000	17	3.5	12.0
300,000	-	500,000	14	6.0	20.4
500,000	-	1,000,000	19	13.9	47.2
1,000,000	-	>	1	1.0	3.6
Total			141	29.3	100.0

**Excluding operational projects*

During 2000 the Foundation made 141 earmarkings in response to approximately 907 funding applications. Of the 141 earmarkings in 2000, 47 were below NLG 50,000. These small-scale, one off grants represent only 3.4 percent of the total amount earmarked. The remaining 94 earmarkings relate to long term projects, the development of which is carefully monitored and actively supported. The processes and outcomes of such projects are analysed with a view to informing policy and practice. They provide the Foundation with the profile it wishes to have: not just a funder but an organisation that adds value to its funding and that learns from its own experiences.

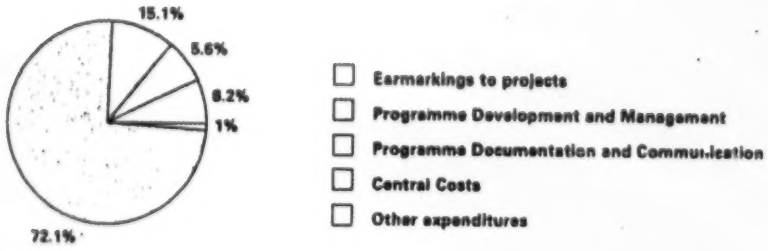
In 2000 the Foundation attracted approximately NLG 1.2 million from other donors for the projects it supports. The spending of the Foundation is not just related to earmarkings to country-based projects and operational projects (together referred to as 'earmarkings to projects'), but also to a number of other categories of expenditures. This is shown in Table 4.

The total spending by the Foundation in 2000 amounted to NLG 44.2 million. The funding of these expenditures came mainly from the Van Leer Group Foundation.

Table 4 **Expenditure**

	1998	1999	2000	1998-2000	% of total
Earmarking to projects	24.5	27.9	32.2	84.6	72.1%
Programme Development and Management	5.5	5.6	6.6	17.7	15.1%
Programme Documentation and Communication	1.9	2.2	2.5	6.6	5.6%
Central Costs	2.1	2.3	2.8	7.2	6.2%
Other expenditures	1.2			1.2	1.0%
Total	35.2	38.0	44.1	117.3	100.0

Amounts NLG x 1,000,000



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Philippines: Parent Measuring Weighing Child
Courtesy of Laubach Foundation (CDLF)
Photo: Lourdes I. Alcaraz

Major grants made by the Foundation in 2000

The list below shows the major grants made by the Foundation in 2000. Only grants with a value of NLG 15,000 or greater are shown and most are listed by country. There are also sections covering 'Regional grants' and 'Other grants'. Entries are generally arranged as follows:

Name of project with acronym where applicable
Name of partner organisation(s) with acronym where applicable
A brief description of the purpose of the grant.

Full details of currently supported projects can be found in the publication Project Descriptions and are also available on the Foundation's Website: www.bernardvanleer.org.

Argentina

Programa Yachay, Phase III
Obra Claretiana para el Desarrollo (OCLADE)
For an innovative programme in 84 remote rural communities in the Prelate of Humahuaca, based on home visiting, the monitoring of children's development, and the training of families in play-related activities for their children.

Resilient young working children and adolescents
Centro Resilencia Mar del Plata (CEREMAP)
For testing a training curriculum that links the technical skills of children and adolescents with psycho-social capacities such as self-esteem, autonomy and creativity. The point is to reinforce their emotional protective factors, and to help them plan and achieve better. The programme is linked to eventual success in micro-economic activities.

Wawayachiy, Phase II
Instituto Qheshuwa Jujuymanta
The Instituto Qheshuwa Jujuymanta promotes the study and dissemination of the Quechua culture and language in the province of Jujuy. This grant was for a programme of events for children and their parents, and for the production of a Quechuan self-learning training cassette.

Australia

Engaging Fathers
Family Action Centre, University of Newcastle
This grant was for planning, to pave the way for a new project to support fathers of young children through more effective institutional service delivery. The work is based on an examination of the existing services and of the context of working with fathers. During the planning phase, the project set up a support structure with expert advice and prepared for appropriate institutional partnerships.

Belgium

Diversiteit Kinderopvang Vlaanderen
Vormingscentrum voor de Begeleiding van het Jonge Kind (VBJK)
This grant was to develop a 'training for trainers' module within a recognised training venue, leading to its accreditation and sustainability; to support childcare workers in their crucial responsibilities in handling social diversity in care and development; to make childcare more accessible to vulnerable families; to work in partnership with other organisations to facilitate the employment of people of non-Belgian origin in the out-of-school childcare sector; and to sustain and develop childcare networks.

Botswana

Documentation and Reflection
Kuru Development Trust
To enable the Extension Department of the Kuru Development Trust to document and reflect on the experiences gained during the intuitive and organic development process of the San people over the past 18 years.

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Brazil

Black Children

Fundação da Criança e do Adolescente Maranhão (FUNAC/MA)

The project identifies and reinforces resilience factors among Afro-Brazilian children; raises awareness among Afro-Brazilian communities in rural areas about their culture and ethnic origins; and shows how these help the development of a positive self-concept. This grant was to complete the monitoring and documentation stages of the project.

Capacity Building in the Northeast

Instituto da Infancia (IPAN)

For supporting innovative interventions in the Northeast region of Brazil by providing technical support for other Foundation project partners in the region; and investigating and reflecting on monitoring and evaluation systems, re-granting strategies with local communities, the target populations' views of early childhood, and sustainability.

Childhood Messengers

Serviço Social da Indústria (SESI)

For developing and testing a child-to-child strategy for young children and siblings; fine-tuning ECD-related play activities; and learning about the use of loan schemes for poor rural families.

Children's Place

Escola de Saude Publica do Estado do Ceara

For assessing the feasibility of a preventive ECD approach for young rural children aged 0-7 years in the Sertao region in the Northeast of Brazil. The School will carry out an ethnographic study of the cultural and religious perceptions that adults and children have of the drought; will conduct an inquiry into childrearing practices; and will implement an eight-month pilot preventative intervention.

Plantas Medicinais

Sociedad Espirita Terra de Ismael

To produce an inventory of the medicinal plants that poor families use most, and disseminate the information among schools, the regional statutory farmers' technical support service, and regional paramedical health services. The project will also produce a technical dossier on medicinal plants for publication in specialised national and international magazines.

Childhood Play

SESI-Piauí

The project operates a programme of children's play activities that draw on traditional, symbolic and constructive games; a programme for parents; and a home visiting, child-to-child programme on health and early childhood development. This grant was to complete current activities.

Chile

Children, Clowning and Resilience, Phase II

Corporación el Canelo de Nos

The project aims to reinforce poor urban children's emotional and social development through play activities. Working with 23 neighbourhood committees, it will identify 16 talented and interested volunteers each year to be trained in basic ECD, clowning and circus techniques. The neighbourhood committees will identify and select the children and parents to take part in the programme and provide logistical support. In addition, the project will involve families and neighbourhood committees by: training parents in play related activities and their relevance for child development; ensuring family participation in the activities; and organising socio-dramas put on by the clowns.

Colombia

Infancia y Tiempo para la Familia

Universidad del Norte

For a programme that will influence and positively change the major institutions that have an impact on the well-being of children and their potential for developing and prospering. Taking the family unit as the starting point, the project will develop and implement a range of educational innovations in which responsibility is given to the families and the communities, and that are based on collaboration with community organisations. The programme will be supported by training for those directly in charge of children, and by strengthening capacities in public sector institutions. An intervention model will be developed that focuses on changing specific

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characteristics that determine family life – for example, authoritarian behaviour, violence, intolerance and patriarchism.

Prevención y Atención de Adolescentes del Barrio Galán
Fundación Para el Desarrollo Integral del Menor y la Familia (PRASCO)
PRASCO, together with a group of NGOs in Manizales, provides a broad range of educational and community development programmes and services in a very marginalised urban area of Manizales. Activities include workshops on family values, sexual relationship and affection, childcare, health and dental care, dance, theatre, story telling and reading skills. This grant was for improving and broadening the range of activities and services that PRASCO offers, and replicating the approach in other urban areas.

Promesa
The International Centre for Human Development and Education (CINDE)
For analysing data that CINDE has collected since 1978 from children and mothers who participated in the Promesa project from the beginning, and presenting the results via, among other channels, the Effectiveness Initiative and the Foundation's programme of tracer studies.

Egypt

Action research
North South Consultants Exchange
Action research will be undertaken by a local researcher, mapping issues of fatherhood in the context of Egypt, in both urban and rural realities. A literature review as well as field-based interviews with key informants and focus groups will be held. The resulting research report will contribute to the Foundation's understanding of the role of fathers in child development in the Arab cultural context. The Foundation's contribution will cover the expenses of the researcher.

Children of the Nile, Phase II
North South Consultants Exchange
For preparing and implementing a programme of work for building a stronger ECD network able to support and guide the development of local NGOs nationwide. In this phase, the project will multiply the effects of the first phase by offering a dual approach in which training for ECD workers is combined with intensive institutional capacity building. The aims are to produce well trained staff and an enlarged ECD network; and to develop components of work with the Ministry of Social Affairs' Directorate of Childhood and Family Affairs.

El Salvador

Niños de Vendedores Ambulantes, Phase III
Fe y Alegria
The project provides low-cost, efficient and effective daycare services for children of street vendors; and has developed educational and training materials that it disseminates to other centres. This grant was for a 12-month extension to continue the operations of the daycare centres in San Salvador.

France

Workshop 'Fostering child welfare through sustainable development'
Association Relais Enfants-Parents
Association Relais Enfants-Parents works to safeguard the psychological and emotional well-being of the children of imprisoned parents by serving as a link between them and their parents. This grant was for the preparation costs of a workshop for funding agencies and child welfare organisations that discussed the relationship between funding policies and sustainable services for children.

Germany

Network for Intercultural Communication *(NIC)*
Arbeitskreis Neue Erziehung (ANE)
For exploring possibilities and conditions for supporting young parents throughout Germany, through the use of new information technologies. The project will generate data and ideas on reaching migrant and other vulnerable parents through Internet-based information and parent support strategies.

Greece

Conference and workshop 'Innovation in Preschool Education'
Schedia, Centre of Artistic and Pedagogical Training
For the preparation of a national conference on designing, implementing and evaluating culturally

appropriate, innovative community-based projects in early childhood education. The event targeted decision makers and key professionals in preschool education.

Guatemala

Los Niños
Fundación Esfuerzo y Prosperidad (FUNDARESPRO)
FUNDARESPRO is a women's association that promotes sustainable development in the slum areas of Guatemala city. Its ECD programme focuses on training 'mother educators' and others to stimulate the participation of parents in the development of their children. This grant was to enable the project to continue its activities.

India

APARAJITA
Voluntary Health Organisation of India (VHAI)
In the wake of the super cyclone that hit the coastal state of Orissa, VHAI is now working for longer-term rehabilitation by restoring basic services (health, education), rebuilding infrastructure, reestablishing preexisting livelihoods and creating a safety net for the most vulnerable. A major focus is antenatal and prenatal care. This grant was for reaching the 150 villages that are most isolated and worst affected; and that are willing to act in partnership.

Bombay Leprosy Project
Bombay Leprosy Project
The project has been able to decrease the prevalence of leprosy in slum conditions through a low cost disability management programme in which community volunteers use simple field techniques. This grant was for a mapping exercise in preparation for the extension of the project's current work to reduce the prevalence of leprosy among children aged zero to seven years.

ECD Approaches & Perspectives – Rajasthan
Society for Child Development and Education in Rajasthan – VIHAAN
VIHAAN was formed in 1993 at the initiative of Lok Jumbish, UNICEF and the Department of Women and Child Development. It aims to give impetus to child development in the state of Rajasthan. It has been set up as a State Resource Centre for the development of techniques, resource materials and strategies for taking up programmes in ECD. This grant was for consolidating existing ECD materials, publishing and distributing them to NGOs, ECD centres and so on; and for regional workshops for local NGOs, and local government and government personnel to raise awareness and develop an action plan for childcare status in the area.

Gujarat Shishu Sangh
Mahila Sewa Trust
The Gujarat Shishu Sangh is a network of child related agencies in the state of Gujarat that aims to reduce infant mortality in pockets where it is high. This grant was towards the project's staffing and technical costs.

In Defence of the Child, Phase II
Committee for Legal Aid to The poor (CLAP)
The overall aim of the project is to ensure that the legal process and system are responsive to children's needs, particularly those aged between zero to eight. It also works to secure the rights and entitlements of children in the light of the Convention of the Rights of the Child (CRC). The project disseminates legal information, and advocates and represents children through legal services. This grant was for work to sensitise the media, law enforcement instruments and key policy makers on: primary education as a fundamental right; the need to reduce the complexity of civil registration; and the need to amend laws that violate children's rights. Legal precedents will be established for the protection of children through test cases of public interest; and a draft uniform child code will be prepared for consideration by the government, local authorities, children, parents and civil society.

Ireland

Without Prejudice in Early Years
Pavee Point
Pavee Point is a voluntary NGO committed to human rights for travellers. Its 'Without Prejudice in Early Years' project focuses on anti-bias education and training for professionals, and is linked to the DECET Network across Europe (see under Regional Grants, page 47). This grant was for the reproduction and dissemination of the report 'RIST – Respecting Diversity in Early Childhood Care, Education and Training'.

Israel

Beer Sheva National Dissemination, Phase IV
ALMAYA
The project operates an extensive home visiting programme. It has developed, and is now disseminating, modular educational programmes for enhancing the identity and facilitating integration of Ethiopian immigrants in Israel. This grant was for evaluating the effects of its home-visiting programme in collaboration with the Ministry of Labour and Welfare.

Child in Focus, Phase II
Israel Association of Community Centers (IACC)
The project targets underprivileged groups of different ethnic and religious origin in the Northern region of Israel, with an early childhood programme that operates through independent community centres. This grant was for creating an ongoing, independent and sustainable training framework for early childhood workers; for increasing Arabic resource materials; for documenting theory and process; and for training a group of 10 fononim (artists) in arts, literature, drama, body movement and dealing with special needs.

Comprehensive ECD Community Management
Israel Association of Community Centers (IACC)
A planning grant for the preparation of an inter-agency project to pilot new inclusive – especially of parents – partnerships in ECD work in communities. The target populations are diverse ethnic and cultural communities. Work with these groups will be geared to self-image, group identity, awareness, and security amongst children and their families. Easy and loving mutual relationships between the child and people of different backgrounds will be fostered, as will thinking and action that oppose prejudice and stereotyping.

Documentation
Acre Women Association
The work of the project in the Pedagogic Center Dar el Tifle el Arabi has included training low-income women to depart from their traditional roles in society and to move into more active roles. This includes transmitting the new values that underpin their new roles to their children. This grant was for internally evaluating the Association's work in the Arab community; and for the production and distribution of a publication for all relevant players within and outside Israel.

Documentation
Dar el Tifle el Arabi Education Center
The Pedagogic Center Dar el Tifle el Arabi is a community-based NGO located in Arara in the North of Israel. It provides training programmes, workshops, classes, exhibitions and counselling for Arab teachers, parents and children; and helps to develop an educational model that focuses on the child's human potential while also helping parents to better understand their children's development over time. It needed to document its past 11 years of work in ECD, computerise the data and produce a report and prospectus in Hebrew, Arabic and English. These will become important tools for networking and for publicity. This grant was for the costs of a documentation officer and computer equipment.

Documentation and Resource Materials
Al-Tufula Pedagogical Centre
For ten years, the Al-Tufula Pedagogical Centre has worked on training for the empowerment of caregivers. This work needed to be documented so that it could be used as resource material for local and regional partners. This grant was for the costs of local consultants to support the documentation and its dissemination.

Emergency Project
Al-Tufula Pedagogical Centre
Political tensions during late 2000 caused fear and trauma in children; and existing services have not been able to cope with the need to support parents and children. This grant was to enable the project to provide immediate support to both professionals and parents, including a hotline telephone; a walk-in counselling service; the production and distribution of booklets in Arabic for groups of mothers of children in kindergarten; and recreational relief programmes in music and art.

Margalit daycare centre upgrading
Mariane's Early Childhood and Family Centre
Mariane's Early Childhood and Family Centre in Kiryat

Gat has developed a well-established leadership role in ECD-related issues, both within the municipality and in the surrounding region. One of its roles is to provide quality control and supervision, professional backstopping and support to eight local daycare frameworks and nurseries. The Margalit daycare centre in the Beit Yosef neighbourhood, is one of those eight and this grant was for the costs of kitchen utensils and improving the centre.

Multicultural Approach in ECD
Partnership and Involvement Center Inc (PIC)
This grant was to provide an information base on which the Foundation could support the development of multicultural approaches in ECD projects in Israel. The project consists of a four-month research assignment including a review of Israeli and international literature; and a series of interviews with stakeholders in academia, government and practice. The results will be presented for discussions in one or more seminars for experts and practitioners in Israel. Analysis of the material will be translated into practical and operational terms to suggest directions for future investment.

Parent Committees' Leadership Training
National Parents Association (NPA)
This grant was towards the costs of a one-year pilot training initiative, that aims to enhance parents' leadership at local and national level, and to upgrade the skills and knowledge of fifteen local chairpersons chosen by the NPA. Trainees will be selected from parent committees across the country, representing secular and religious Jewish Arab, new immigrant and veteran communities. They will engage in six study sessions facilitated by external resource persons; implement an ECD activity in their own locality; and participate in ongoing, monthly supervision.

Synergy in Palestinian ECD
Synergy Consultation Group International Ltd
Two planning grants were made to build a strong group of six experienced organisations working in ECD in Israel's Arab communities, and to jointly create a comprehensive strategic three to five year plan that combined a long term vision and objectives, and a set of complementary programmes.

The Right to Grow up Equally
Partnership and Involvement Center Inc (PIC)
The project encourages parents participation in the areas of community, services, local and national decision making processes, and awareness raising on ECD issues. This grant was for the costs of establishing and piloting a parent information centre in Jerusalem.

Jamaica

Child Support in Kingston
Environment and Development Ltd
This grant was for a local consulting group to conduct a situational analysis of young children and their prime caretakers living in high risk areas; and make an assessment of the capacity of local community-based and intermediary agencies.

Child Support Programme
Environmental Foundation of Jamaica
Using the outcomes of a feasibility study conducted by Environment and Development Ltd, this grant was for a programme that will implement educational and social development activities to bring about positive change in the lives of young children and their families in the deprived inner city areas of Kingston. Based on an integrated multi-faceted intervention approach combining ECD, parenting and capacity building strategies, it will improve the psycho-emotional and educational status of children graduating from daycare centres and preschool settings.

Resource Centre Upgrading Project
The Dudley Grant Memorial Trust
In collaboration with the Ministry of Education, Youth and Culture, The Dudley Grant Memorial Trust is undertaking the transformation of a network of Basic Schools Resource Centres into multi-purpose ECD centres. This grant was to lay the foundations for an initial period of experimentation and training. It includes three pilot centres and involves 600 teachers and trainers.

Regional Early Childhood Conference
The Dudley Grant Memorial Trust
The Ministry of Education, Youth and Culture and The Dudley Grant Memorial Trust hosted the third Regional Early Childhood Conference in April 2000. The aim of

the conference was to review the implementation of the Caribbean Plan of Action for Early Childhood Development 1997, based on the Bridgetown Accord and the CARICOM Human Development Strategy. The conference also re-examined and sought to confirm regional commitment to integrated planning for early childhood development to be laid down in a new Plan of Action. This grant financed the Secretariat of the conference.

Kenya

Capacity Building

Kenya Community Development Foundation (KCDF)

The overall aim of the project is to strengthen the organisational capacity of five selected Foundation partner organisations and through them, to empower the communities in which they work. Parts of this grant will be regranted to the partner organisations to allow them to purchase support and facilities to meet their own special needs, as well as empowering them to take control of the process themselves. Common needs that have been identified are support in the areas of governance and board development, community mobilisation and sustainability strategies.

Child Rights Awareness and Legal Education Programme (CRALEP), Phase II

The African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN); Kenya Chapter

The overall aim of CRALEP is to create awareness on the Rights of the Child and to provide legal aid and, where necessary, litigation support to children (or those acting on their behalf) who are victims of abuse and neglect, and who are in conflict with the law. This grant was for a further two years of work that will, among other benefits, provide free legal assistance to children; strengthen the capacity of seven community groups in Korogocho to manage income generation activities to support children in need of special protection; establish a cost effective and self-sustaining system capable of providing community-based para-legal assistance to children; improve interagency coordination; and increase public awareness of issues of child abuse and

Kenya: Fathers in charge of the ECD centre in Samburu
Photo: Tanja van de Linde

neglect, and translate it into tangible community action programmes.

Community-based ECD Programme
Christian Children's Fund (CCF)/Kenya Institute of Education (KIE)
This grant was to enable the CCF and KIE to develop ECD materials in the Turkana language; and to make improvements to the existing community ECD centres (Loipi) in the Samburu district.

Community-based Orphan Support
Kenya Orphans Rural Development Programme
The Kenya Orphans Rural Development Programme is addressing the HIV/AIDS crisis in West Bukhayo, with particular emphasis on community-based care programmes for orphaned children. This grant was to enable the project to explore, assess and analyse detailed data and information that has been collected in order to determine and establish the most appropriate ways and means of providing for orphaned children and their caregivers.

ECD Community Support Grants
Aga Khan Foundation, Kenya
The project aims to assist communities in exploring approaches that lead to sustainable community-based ECD services. This involves understanding the situation of children in order to come up with the most suitable approaches to address priority areas; then working with communities to build their financial, organisational, management and technical capacities. This project is a partnership between the Foundation, the World Bank, the Government of Kenya and the Aga Khan Foundation. Currently the project is working with two community-based organisations (CBOs) in Mombasa, with the Madrasa Resource Centre, with the NGO Ilishe, and with fifteen communities in Taveta. Interventions in Tana River will start this year in partnership with 15 additional communities.

ECD Support Materials
Kenya Institute of Education
The overall objective of this project is to strengthen existing ECD programmes in Kenya by providing sufficient curriculum support materials. This grant was to enable more than 12,000 copies of the National Centre for Early Childhood Education's ECD publications to be produced, with the intention of improving the quality of programmes at the field level; a newsletter will be published to revive the interest of stakeholders in ECD; and a monitoring workshop to take place to produce recommendations on mechanisms for monitoring the distribution, use and impact of the publications.

HIV/AIDS Behaviour Change Promotion
Christian Children's Fund (CCF); National Office
The project aims to identify the factors that impede the well-being of children in the face of HIV/AIDS and to design appropriate strategies and interventions. This grant will allow it to carry out a baseline survey on the situation of young children and the impact of HIV/AIDS on families in two locations in Nyanza Province; to learn from community fostering and AIDS prevention projects in the region; and to design a community-based integrated family support and orphan care programme.

Maasai ECD Programme in Samburu
Christian Children's Fund (CCF); National Office
This grant was to enable the project to design a community-based, integrated ECD intervention programme that focuses on community mobilisation on ECD. It will build on the traditional childrearing practices of the Maasai people, within the broader context of family and community health, education, early stimulation and care.

Mwana Mwende, Phase II
Mwana Mwende Child Development Trust
The Mwana Mwende Child Development Trust was established in 1996 as a charitable organisation to benefit children in Kenya irrespective of race, creed, religion or sex. The aim of the project was to develop alternative strategies to improve the quality of life of teenage mothers and their children. This grant was for a second phase of the project in which the aim is to maximise the holistic development of children, youths and young parents in 12 communities. This will be done by empowering and training young people and other key actors in child and youth development, community development, participatory processes, counselling and outreach skills.

Malaysia

Growing Up Stronger, Phase III

Persatuan Guru Tadika (PGT)

PGT now works with 232 estate preschools in 11 states of Peninsular Malaysia, plus Sabah and Sarawak on the island of Borneo. Around 6,200 children on the estates receive PGT's materials and benefit from the training of teachers. This grant will enable the project to build up its work on training of preschool teachers, material development, parent involvement and networking; and to enrich its preschool curriculum with cultural inputs such as dance, song and performing arts.

Mozambique

Campanha Contra o Abuso Sexual de Menores

Associação dos Direitos da Criança (ADDC)

ADDC will carry out a pilot intervention in Ressano Garcia with this grant, to enable child-focused organisations, religious groups and the government to learn more about local perceptions of children's rights and how these are translated in a context of structural poverty and traditional beliefs about children. The project will identify causes of vulnerability of children (especially young girls) in order to be able to intervene at the family and community level. It will also contribute to the identification of preventive mechanisms on the violation of children's rights.

Traditional Stories

Associação dos Aposentados de Mocambique (APOSEMO)

APOSEMO is an association for elderly and retired people that has a support programme that promotes social and health services. It is now developing its work with children, youths and their caregivers. This grant will enable APOSEMO to involve the elderly in the development of stories and a book for children and adolescents. These will tackle negative practices concerning initiation rites that force children out of school. A group of elderly people in Angoche will collect existing evidence and further research the practices. The books will be shared and discussed with government officials, schools, preschools, parents, and community and traditional religious leaders.

The Netherlands

Action against child abuse

Reflectie- en Actiegroep Aanpak Kindermishandeling (RAAK)/Stichting Defence for Children International, Nederland

This newly-established anti child abuse group in the Netherlands is encouraging political and social debate on the prevention of child abuse. This grant was for the organisation of a presentation to selected audiences following an information campaign.

Child Care and Anti-Bias

MUTANT

This grant was for the organisation of two 'train the trainers' courses entitled 'Opvoeden zonder vooroordelen' (Anti-bias Education).

Moeders Informeren Moeders (MIM) Dissemination, Phase III

Nederlands Instituut voor Zorg en Welzijn (NIZW)

MIM is a preventive home visiting programme for first time mothers and their babies in socially vulnerable environments; and focuses on parent support and health promotion. The home visiting is by experienced mothers and they are supported by community nurses and by materials such as cartoons and discussion papers. One grant was made for the national dissemination of the MIM approach, at the policy and programme implementation levels. A second grant was made to enable the project to continue the ongoing activities of its evaluation research.

Parents' Meetings

Anne Frank Stichting (AFS)

Between 1992 and 1996, AFS developed a multicultural curriculum called *Dit Ben Ik* for children aged four to seven in the first three years of formal schooling. The curriculum aims to facilitate the transition of children from home to school environments, focusing on the similarities and differences between the two. Following an evaluation, it was clear that greater contact was needed between parents and teachers. This grant covered part of the costs of parent meetings about the *Dit Ben Ik* approach.

SamenRekenen

Schooladviescentrum Utrecht (SAC)

The project aims to improve the cognitive development and mathematical skills of young children, in particular of ethnic and cultural minority groups. This grant will

enable the project to develop interactive maths activities that also reinforce language development. The methodology that will be developed will be integrated into the Samenspel approach (see entry below), and a proposal for extending the project to the first years of primary school will be prepared.

Samenspel
Stichting Samenspel Op Maat
Samenspel is both a method and an approach to working with preschool children and their parents, that involves them coming together in small weekly groups engaging in play activities under supervision. At the same time, parents are offered educational support and information. One grant was made to enable Samenspel to continue its activities; a second grant was towards the English translation and publication of Samenspel op Maat's 10th anniversary brochure *Looking back to the future*; and for its dissemination to an international audience.

Space for Infants
Rijksmuseum voor Volkenkunde
The National Museum of Ethnology is visited by many families with young children and would also like to attract younger children aged two to six years. This grant was to help establish a special room which offers a pleasant and educational environment for them.

Netherlands Antilles

Caribbean Support Initiative
Sentro di Informashon i Formashon na Bienestar di Mucha (SIFMA)
The Caribbean Support Initiative aims to extend and upgrade the quality of daycare and other relevant support services to at-risk children aged zero to four years. It does this by facilitating the systematic exchange of information and experiences; disseminating innovative models of parent education; and assisting in formulating childcare policy and legislation. This grant was to extend the project to allow the implementation of its new parenting initiative in Antigua, Barbuda and Surinam.

Nicaragua

Centros Infantiles, Phase III
Comité Pro Ayuda Social (COMPAS)
The project provides technical support to the educators of 200 centres through training and workshops on educational issues and child development. It also organises workshops on health and nutrition issues; runs child development courses for parents and relatives of the children; organises many cultural events, and recreational and sports activities for the children; and participates together with the children and parents in demonstrations and rallies to raise public awareness and demand support from the public sector and society. This grant will enable the project to continue to provide its current services and also function as a stimulating force in the communities.

Consolidación Programas Educativos
Fundación la Verde Sonrisa
The Fundación la Verde Sonrisa offers training services and educational materials to staff of daycare centres, preschools and primary schools working with children and families in disadvantaged situations in the low-income urban areas of the capital. This grant was to enable the Consolidación Programas Educativos project to develop its educational programmes and to consolidate its activities and institutional capacities.

Niño-a-Niño
Centro de Información y Servicios de Asesoría en Salud (CISAS)
Niño-a-Niño, CISAS's implementation of the Child-to-Child approach, now stretches across five states and involves more than 16,500 children and youths, parents, teachers and community leaders. The project also disseminates training manuals and educational materials within Nicaragua and to other countries in the Caribbean Region. This grant was for an evaluation of the project.

Trabajo Comunitario
Cantera
The project generally aims to enhance the care and education of children in the age group from zero to ten years, through the development of community-based service provision to families and children in Ciudad Sandino, a suburb of Managua. It trains small groups of mothers who go on to set up small childcare centres for children of working mothers; develops the technical and pedagogical quality and knowledge of existing

preschool teachers; develops and reinforces the organisation of young children's groups of seven to ten year olds in order to make them actors in social and community processes; promotes community involvement in these processes; and helps to organise massive promotional campaigns targeting institutions and policy makers responsible for educational services and community development. This grant was to support the project's continuing work.

Nigeria

Capacity Building in ECD

Community Child Education and Development (COMED)

The project aims to promote a community-based and integrated approach to ECD by strengthening the capacity of community-based organisations and NGOs operating in marginalised and under-served communities in Lagos and Ogun States. This grant was to help COMED transform itself into a strong and professional organisation that will support partner organisations in developing, managing and implementing community-based ECD programmes. It will also enable COMED to publish training manuals and reports on capacity building in community-based, integrated approaches to ECD.

Community Health and Education

Adolescent Health Information Project (AHIP)

This grant was to enable the project to gather data on knowledge, attitudes and practices on ECD and traditional childrearing practices in selected communities in Northern Nigeria, in order to design an appropriate and sustainable community-based ECD intervention programme.

ECD in Kano State

Women Farmers Advancement Network (WOFAN)

This grant was for the implementation of an integrated ECD programme in Kano State that WOFAN has developed. The programme will address the high levels of under-five and maternal mortality, illiteracy amongst women, and lack of knowledge of ECD in the community; and will increase access of young children to education services. It will also encourage communities to start village schools and playgrounds; train community trainers and caregivers on ECD; provide basic sustainable health services; train traditional birth attendants and establish ECD management committees at the community level. In addition, through advocacy, a two-weekly radio programme and its network of 250 women's groups, WOFAN will increase community knowledge on ECD issues in Northern Nigeria.

Peru

Allintayta

Ministerio de Promoción de la Mujer y del Desarrollo Humano (PROMUDEH)

One aim of the project is to consolidate and learn from the activities of two previously funded projects: the first on peer aggression; and the second on reducing maltreatment of rural Quechua-speaking children. The project also aims to explore new conceptual insights into Quechua fatherhood, through the development of an intercultural, gender sensitive curriculum of activities about the childrearing practices of fathers. Finally, the project will test the potential added value of inter-ministerial cooperation in large scale programmes.

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Consorcio para el Desarrollo (CODINA)
Centro de Promoción y Desarrollo Poblacional (CEPRODEP)
Six projects have been collaborating in the implementation of a resilience-based programme. This grant was to enable CODINA to complete, document and disseminate activities in the field of resilience; and to explore and gain new conceptual insights into children's participation among rural Quechua-speaking families in the Departments of Ayacucho, Apurimac and Huancavelica.

Proyecto de Monitoreo y Evaluación
Panez Asociados
This grant was for the monitoring and evaluation of two multidimensional programmes in Peru: a multisectoral programme, which deals with fatherhood and is implemented by three statutory entities; and the CODINA programme (see entry above), which involves six NGOs exploring Andean children's participation. Panez Asociados will implement a situation analysis of current monitoring and evaluation devices in both programmes and update them through staff training. The project expects to produce a manual for each programme; share project findings with all teams; develop valid and consistent intervention methodologies and instruments; and enhance the technical and managerial capabilities of the project staff.

Poland

CHANCES for Children, Phase II
Association Chance
The CHANCES for Children project responds to a widespread and pervasive phenomenon in Polish society: substance abuse (mostly alcohol) which has devastating effects for children and families. This grant was for strengthening the project's practice base by introducing systematic work with/for families; for developing the kindergarten programme to include an adaption programme for children going to primary school; for training professionals and parents as well as project staff; and for producing materials for parents, teachers and children.

Where there are no preschools
Polish Children and Youth Foundation (PCYF)
This grant was for exploring the improvement of educational opportunities for children aged three to six years in rural and isolated areas where there are no preschools. This will include enquiries into the legal and financial issues of setting up preschool services in small and rural communities in close cooperation with local authorities, educational institutions and the Ministry of Education; and explorations of educational and training concepts, to prepare for a curriculum and decide on the training and support needs of preschool teachers working in rural areas. In addition to these two key areas, informal initiatives by parents and teachers will be mapped, and contacts with local authorities established through two seminars.

South Africa

Coordinate Orphan Responses
AIDS Foundation of South Africa
The Coordinated Orphan Responses project aims to strengthen existing support systems for orphans and other children who are vulnerable as a result of the HIV epidemic, and to ensure the necessary care and support from communities and the State. This grant will enable the project to strengthen the ability of families and communities to provide emotional and material support to these children; support community-based initiatives; and lobby the government for more public funds.

Child Friendly Project
Children's Rights Centre (CRC)
The project builds the capacity of child-focused organisations to implement, promote and protect children's rights, and to address violations individually and collectively. This grant was to enable the project to assess and integrate its training, materials development, networking, advocacy and information services, involving children in the impact analysis process; and to plan for a new intervention in the rural areas of KwaZulu-Natal.

Family in Focus (FIF), Phase III
Western Cape Foundation for Community Work (FCW)
The Family in Focus project reaches young children who are not served by existing ECD provisions, through a programme of home-based, home-visiting and childminding services. This grant will enable the project to continue with its existing programme, and to extend it into two new areas.

Family Literacy Project
Family Literacy Project (FLP)
The main focus of FLP is the support of young children and their adult carers in becoming literate. This grant was for helping the project develop an approach for family literacy in support of children and their adult carers, through fun and pleasurable activities. In addition, early numeracy, productive activities, and health and HIV/AIDS information will also be covered.

Promoting Foundation for Life
Ikemeleng Development Trust
The overall aim of the project is to improve the quality of life of children who are outside any ECD provision in the rural areas of the Free State. It will work in five selected villages on community organisation, income generation and child-to-child activities. The point is to increase the knowledge of children about life skills and community organisation, and develop the capacity of communities to manage their own programmes and activities.

Rethinking Educare
Association for Training and Resources in Early Education (TREE)
This grant was to enable the project to undertake the necessary research, test new approaches, network and evaluate in order to prepare for a comprehensive long-term intervention in support of children not reached by existing preschool provisions.

Softer Childhood
Masibambane Early Learning Centre
The Masibambane Early Learning Centre develops and implements a range of low-cost accessible ECD strategies, drawing on community resources and building on existing childcare arrangements and practices of families. Its 'Softer Childhood' project entails training volunteer parents on storytelling, toy making, self-development and team work; and a weekly radio programme on ECD. This grant was towards the training of volunteer parents, and towards networking.

Training materials for children with special needs
Little Seeds Trust
The Little Seeds Trust worked on early childhood development in the Mozambican refugee camps in South Africa. After the war, it continued training preschool teachers for Early Learning Centres in Zambia, Angola, Madagascar, Zimbabwe, Tanzania, Mozambique and South Africa. This project is building the capacity of ECD tutors, who in turn train and monitor ECD teachers. This grant was for developing training materials for children with special needs; and for training workshops on counselling for children and families affected by HIV/AIDS.

Spain

Preescolar na Casa, Phase II
Caritas Lugo
The Preescolar na Casa project operates a programme focused on child development and education within the family context, for families in rural areas. This grant was for the consolidation of work throughout Galicia.

Tanzania

Situation Analysis of Young Children in Tanzania
AMANI Early Childhood Care and Development
This project aims to carry out an information search of existing ECD documentation in Tanzania alongside an informal survey of the situation of young children and existing community-based ECD initiatives. The situation analysis will inform the Foundation's fact finding mission to Tanzania in 2001.

Thailand

Isaan at its Best
Tai Wisdom Association (TWA)
The Isaan at its Best project maintains a field programme as a place where ECD personnel and teachers can gain training and be exposed to good practice, and to serve the educational and developmental needs of Htin children in two rural sites. This grant will cover the cost of teacher salaries, training, supplies for childcare centres, rent and communications, and field monitoring.

Programme for Displaced Burmese Children, Phase III
Women's Education for Advancement and Empowerment (WEAVE)
WEAVE's Programme for Displaced Burmese Children has supported nursery schools for Burmese exile camp communities; and has engaged in income generation, maternal and child health care and the training of

Tai Wisdom Association, Ban Man Khao, Northern Thailand
Photo: Jim Holmes ©

traditional birth attendants. This grant is to enable the project to continue providing safe and nurturing environments for children; supplementary feeding; safe preschool buildings; teacher training; community capacity building; workshops; the development of educational materials; and networking.

My Babies Second Home
The Foundation for Slum Child Care (FSCC)
The project aims to ensure the well-being and development of young underprivileged children with community participation. This grant was to enable it to upgrade 40 home-based daycare centres, making them self-sufficient and sustainable; to train 135 childcare providers; involve 3,400 parents in strengthening good practices in child upbringing; and establish community groups for child protection and harm prevention.

Trinidad and Tobago

Choices, Phase II
Child Welfare League
The project offers a multifaceted response to the remedial, support and development needs of teenage mothers and their infants, pregnant adolescents and other youths at risk. This grant was for the first phase of an internal restructuring process.

Daycare Services Study
Child Welfare League
This grant was for a childcare study to examine the nature and characteristics of current daycare services in Trinidad and Tobago. The study is in close collaboration with the University of the West Indies; and is considering caring practices in both institutional and informal home settings, with the aim of gathering data for an analysis that will inform ECD policies and practices. The outcomes are expected to pilot further community-based childcare services in the country.

FWI Family Support
The Federation of Women's Institutes
This grant was for a project to increase the capacity of the Federation of Women's Institutes in two selected regions; and to empower its local membership to deliver programmes in ECD, in parenting education and in remedial education to children at risk, particularly in deprived communities.

Turkey

Life for Children
Ka-Mer Women Centre
For the establishment of an alternative childcare centre based on quality criteria such as valuing children's rights, respecting diversity, creating a safe and trustworthy atmosphere, and offering a warm and rich child development environment. The centre will also be able to support other organisations in the region through the exchange of information, relevant experiences and good practices.

United Kingdom

Fathers Direct
Fathers Direct
Fathers Direct acts as an agent of change for aspirational approaches to supporting fathers in developing close and positive relationships with their children. It is encouraging a more balanced parental contribution to childcare by changing perceptions of fatherhood, targeting parents, family service providers and policy makers. Two grants were made in 2000. The first was for a programme of advocacy and communication; the second for producing a Regional Fatherhood Paper (Europe). This was one of a set of six papers commissioned from partners in each region, that survey the broader policy and cultural context within which fathers and father-related organisations operate, identifying the major projects, and listing contacts. The other Regional papers cover the Caribbean, the Arab world, Latin America, Africa and Asia; and all have been commissioned by the Foundation to support thematic and strategy development. They will begin to counter the dominance of debates and publications by English-speaking western countries.

International Consultation on Reinforcing the Coping Ability and Resilience of Children in Situations of Hardship
Refugee Studies Programme, Oxford University
The Consultation explored the practical implications of research and findings from experience for reducing vulnerability and reinforcing children's resilience in conditions of severe adversity. This grant was for producing and publishing the findings of the Consultation.

Minority Family Advocacy Groups
Family Rights Group
The project develops specialised skills-based training for childcare practitioners and managers of statutory and voluntary ECD organisations. The focus is on minority groups in urban areas; and it seeks to ensure that childcare services are available to all families. This grant was for continuing the project's advocacy and dissemination activities.

Scottish Early Years and Family Network, Phase III
Scottish Early Years and Family Network (SEYFN)
The network aims to promote the development and advance the education of young children and their families/carers within areas of rural and urban disadvantage throughout Scotland. This grant was to continue its activities as it works towards sustainability through a partnership with the University of Strathclyde, Faculty of Education.

Teenage mothers and their children
Creggan Early Years Network
Following a visit to the Samenspel project in The Netherlands, the project will work towards an adaptation of the Samenspel programme (see entry under The Netherlands) to their own context. This grant was towards designing a proactive programme for teenage mothers and their children, and producing a video documentary of the adaptation process for fundraising and advocacy purposes.

Welsh National Conference on Fathers and Children
Children in Wales
Children in Wales is the leading Welsh agency for children. It acts as an umbrella organisation, regularly bringing together agencies working with children in Wales through meetings and conferences, undertaking research and developing new projects. This grant was towards a Welsh National Conference on Fathers and Children with three components: a conference on children to agree a charter on what children want from their fathers; a one-day meeting on accessibility of services to fathers; and a two-day intensive training for family workers, where they can learn from experience and best practice worldwide in working with fathers and children in disadvantaged communities.

United States of America

MIHOW Dissemination Programme, Phase II
Center for Health Services, Vanderbilt University
MIHOW operates a validated home-visiting programme aimed at improving family health and child development for low-income families. This grant was for an extension of the project to allow it to expand into Louisiana and Mississippi.

Early Childhood Equity Alliance Program
Pacific Oaks College and Children's Programs
This grant was to establish a national centre for anti-

bias education which will operate an early childhood education network that includes parents and other caregivers. The centre will function as a national focal point for interactive communication, dissemination, training and technical assistance.

Venezuela

El Maestro en Casa, Phase II

Asociación Fundación Apoyo a la Familia y a la Infancia (APIN)

The first phase of the project succeeded in reinforcing collaboration and networking between child-oriented organisations in 11 states to form strong associations and provide good quality non-formal daycare and education, while making use of state level governmental support services. This grant was for a second phase to consolidate networking, collaboration and streamlining of services between child-oriented associations in seven states. A final evaluation and report will identify, promote and disseminate the lessons learned, and will be used for publication and advocacy purposes, to influence policy makers to provide large scale support to the organisations involved in the project.

Zimbabwe

AIDS Prevention on Farms

Kunzwana Women's Association (KWA)

The project works with 200 women's clubs on farms, addressing family health needs and AIDS awareness and prevention. This grant was to enable the Kunzwana Women's Association to discuss and plan a new intervention in light of the recommendations of an external evaluation; and to seek donor coordination and mobilise its commitment to a new proposal.

Child Rights Project

ANPPCAN-Zimbabwe Chapter

Since 1991, ANPPCAN-Zimbabwe Chapter has developed a broad body of work on child rights issues. This grant was for establishing six national task forces in the following fields: social systems of child welfare; children and law; child labour; early childhood development and education; children and nutrition; and orphans and abandoned children. The task forces will assist in the formulation of policies for the organisation and will advise its Executive Committee, its National Coordinator and its Provincial and District Committees.

Child Welfare Programme

Inter-country People's Aid (IPA)

IPA has carried out a UNICEF-funded research study to assess immediate issues facing three informal settlements around Harare. This showed that the most important problems affecting women and children included lack of access to sanitation and standpipes, lack of basic education, and lack of income opportunities. Further investigation led the project to decide that a rights-based community mobilisation approach engaging children, youths and adults in community child welfare issues was the right way forward. This grant was for work to strengthen caregivers and increase community problem-solving capacity to ensure that children's rights are observed. The project aimed to improve development opportunities for children in the three settlements; to strengthen childcare and protection and establish preventive measures against child abuse and neglect; to strengthen and support community networks, groups and leadership structures; and to establish pressure groups for action and advocacy on behalf of children.

Community Fostering

Child Protection Society

The project has developed a community-based approach to AIDS orphans that facilitates fostering processes and encourages families and communities to respond positively and collectively. This grant was for the continued work of the project; and for the establishment of community-based, child-friendly family units for children who are currently in orphanages.

Home-based Orphan Support

Community Foundation for the Western Region of Zimbabwe (CFWR)(Matabeleland)

The Community Foundation for the Western Region of Zimbabwe is an offspring of 50,000 community members who contributed their savings to establish the CFWR endowment. CFWR believes that communities have the answer to their own problems but need relevant capacity to respond to the problems themselves. In the context of strengthening safety nets and existing community coping mechanisms for orphans, this grant is for working with home-based support groups and for CFWR to plan for future programming.

Farm Play Groups
Farm Community Trust of Zimbabwe
The project has developed an integrated approach to ECD on commercial farms, working with farm workers and owners, local government and NGOs. This grant was for an extension to the project for an external evaluation; and for integrating its activities into strategies for a new project proposal.

Learning to Grow
Africa Community Publishing and Development Trust (ACPDT)
For many years, the Foundation-supported Kushanda project has shown that early childhood services were only likely to become accessible to children if their parents learned how to use the material and human resources available in the immediate environment. This grant was towards the production costs of a book about the Kushanda project. The publication will be used as a tool for advocacy of the organisation and its programme, and as a vehicle for fundraising.

Regional Grants

Caribbean Support Initiative (CSI)
Caribbean Centre for Development Administration (CARICAD)
The Caribbean Support Initiative is a regional framework for exchange of experiences, pooling of resources and joint interventions to address issues of childcare and parent support. This grant was given to plan for a second phase of the Caribbean Support Initiative. CARICAD, the implementing agency will launch a consultation and planning process with relevant partner organisations and stakeholders to contribute to a strategic framework for Bernard van Leer Foundation programming in the Caribbean. Based on the outcomes the stakeholders will work towards a joint strategic plan of action for the Eastern Caribbean, with the involvement of other relevant funding agencies.

Diversity, Early Childhood Education and Training (DECET) Network
Vormingscentrum voor de Begeleiding van het Jonge Kind (VBJK)
For the further development of the Belgian DECET Network into a dynamic and open 'Respect for Diversity' network across Europe, via new local and national networking by existing DECET partners. Work will also include: developing the training approach 'Education without prejudice'; producing an inventory and analysis of good practices; and disseminating materials.

ECD in the Arab Region, Phase II
Arab Resource Collective (ARC)
ARC networks at regional level with some 40 – mainly non-governmental – Arab organisations, active in community-based programmes for ECD, children's rights, child-to-child approach, health and others. Dialogue meetings and training workshops, production and sharing of resource materials have supported effective implementation of local programmes and influenced policy. Two grants were made in 2000. The first was to enable the project to pursue the promotion of a holistic, integrated and broad approach to ECD in Arab countries, and focus on the strategic work of human resource development for local NGOs. This will result in tools for promoting good ECD practice; a database; a newsletter on training; and the enrichment of the Arabic glossary. The second grant was to enable the project to continue its regional consultative process on assessment of its impact; prepare its future strategic planning; and produce various ECD resource materials.

European Action Research Committee on Children of Imprisoned Parents (EUROCHIPS)
European Action Research Committee on Children of Imprisoned Parents (EUROCHIPS)
For developing the organisational capacity of EUROCHIPS through the creation of a Resource and Information Centre, a website, chat room facilities and a newsletter. The project will create inventories of resource persons and key contacts in professional fields interested in the issue of children of imprisoned parents; and will promote and improve field based strategies that benefit children of imprisoned parents.

San Southern Africa Regional Programme
Working Group on Indigenous Minorities in Southern Africa (WIMSA)
The project will develop culturally relevant education for San children, and adult education programmes that will strengthen the San's identity as a people. This grant will

enable WIMSEA to put in place a coordination and programme structure to manage and assist regional support and cultural initiatives in the different countries. This will create conditions to promote cultural identity through education in the mother tongue, to enhance the possibilities of improving children's performance in the mainstream educational system. Activities will include compiling popular history booklets based on oral testimonies, with teacher's guidelines; training workshops for San oral history interviewers; community consultative workshops; land mapping; video and photo documentation of games, songs and dances; the development of an art project; and archiving.

Other Grants

Development

Society for International Development (SID)

Development, the quarterly journal of SID, is a point of reference for dialogue between activists and intellectuals who are committed to the search for alternative paths of social transformation into a more sustainable and just world. This grant was for a special edition on the interlinking of women's and children's rights. It will be presented at the UN Special Session on Children in September 2001.

Disaster Protocol

European Foundation Centre

A contribution towards a joint venture between European foundations and US foundations, to develop a protocol about how foundations should act in case of global emergencies and disasters.

Effectiveness Initiative

Grants were made to the following organisations during 2000 to cover the costs of their work for the Effectiveness Initiative (see page 6) for up to three years. The grants cover activities related to the collection, analysis and – in the case of Kenya – dissemination of qualitative data that they are gathering from the experiences of the participating projects.

- Honduras: Madres Guias (Christian Children's Fund)
- Kenya: Madrasa Resource Centres, East Africa Region (Aga Khan Foundation)
- Portugal: Bela Vista (Departamento de Ciencias da Educação, Universidade de Aveiro)

Network Development

For the past 11 years, the Foundation has allocated funds for networking that especially allows partner organisations to link up to relevant institutions and programmes in their regions. Following extremely positive feedback, a grant was made in 2000 to continue facilitating the exchange of staff between projects, to enable them to develop appropriate communication products (printed materials, websites, CD-ROMS, brochures, and so on). The grant will also cover the cost of working visits by project staff to the Foundation and of workshops and seminars on relevant ECD-related topics.

Tracer Studies

In recent years, the Foundation has supported several tracer studies which follow up children, their families and other participants of early childhood programmes some years after project intervention. The overall objective is to identify the medium-term effects of the programmes concerned, using a qualitative approach, and making comparisons with non-participants. In 2000, an internal grant was approved for a programme in which outcomes will be analysed and lessons will be drawn that, together with the materials developed, will be shared through a variety of media. This complements the work of the Effectiveness Initiative, and will involve a total of 12 projects, each in a different country.

Chile: A Resilient Circus
Photo: Al Canalo de Nos (CNS)

About the Bernard van Leer Foundation

The Bernard van Leer Foundation is a private foundation based in The Netherlands. It operates internationally.

The Foundation aims to enhance opportunities for children 0-7 years growing up in circumstances of social and economic disadvantage, with the objective of developing their potential to the greatest extent possible. The Foundation concentrates on children 0-7 years because research findings have demonstrated that interventions in the early years of childhood are most effective in yielding lasting benefits to children and society.

The Foundation accomplishes its objective through two interconnected strategies:

- a grantmaking programme in selected countries aimed at developing, culturally and contextually appropriate approaches to early childhood care and development;
- the sharing of knowledge and know-how in the domain of early childhood development that primarily draws on the experiences generated by the projects that the Foundation supports, with the aim of informing and influencing policy and practice.

The Foundation currently supports a total of approximately 150 major projects in over 40 selected countries worldwide, both developing and industrialised. Projects are implemented by project partner organisations that may be governmental or non governmental. The lessons learned, as well as the knowledge and know-how in the domain of early childhood development, which are generated through these projects, are shared through a publications programme.

The Foundation was established in 1949. Its income is derived from the bequest of Bernard van Leer, a Dutch industrialist and philanthropist, who lived from 1883-1958. Bernard van Leer was the founder of Royal Packaging Industries van Leer.

Grantmaking

The Foundation's grantmaking is governed by strict geographic and programmatic criteria.

Grants are only made for projects concerned with the development of disadvantaged children aged 0-7 years, and in countries eligible for grantmaking.

Every five years, the Board of Trustees of the Foundation decides which countries are eligible for support. For the period 1996-2001 the following 40 countries have been selected: Australia, Belgium, Brazil, Chile, Colombia, Egypt, El Salvador, France, Germany, Greece, Guatemala, India, Ireland, Israel, Italy, Jamaica, Kenya, Malaysia, Mexico, Morocco, Mozambique, Namibia, The Netherlands, Netherlands Antilles, New Zealand, Nicaragua, Nigeria, People's Republic of China, Peru, Poland, Portugal, South Africa, Spain, Thailand, Trinidad & Tobago, Turkey, United Kingdom, United States of America, Venezuela, Zimbabwe.

Grants are made to governmental and non-governmental, not-for-profit organisations; and are of two types:

1. *one-time grants for one-off projects, up to a maximum value of NLG 50,000.*
   Projects have to fit within the Foundation's general terms of reference. The Foundation spends only a small percentage of its resources on these grants annually and, therefore, funds a limited number of such small-scale projects.

2. *Grants for development projects with a long duration.*
   Applications for such major projects are usually initiated by the Foundation itself.

Projects have to fit within the thematic priorities the Foundation has established for the country concerned, and should be of an innovative nature, culturally relevant, sustainable and likely to have a wider impact. In addition to financial support, such projects also receive professional guidance in developing, monitoring and evaluating their experience.

All projects supported by the Foundation concentrate on young children. However, the context in which they operate varies greatly. What all projects have in common is that they seek to develop an approach that is appropriate in its specific context. This leads to a rich diversity of practice.

Sharing knowledge and know-how

The hundreds of projects that the Foundation has supported over the years represent a wealth of experience. The Foundation capitalises on these experiences by analysing them and distilling lessons learned. Through a publications programme, the knowledge and practical know-how generated in this way is made available to those concerned with early childhood development whether as practitioners, trainers, academics or policy/decision makers. This enables the Foundation to have a wider impact than is possible through grantmaking alone.

The Foundation also encourages the projects that it supports to document their experience. Documents, materials, publications and videos produced by projects are housed in the Foundation's Resource Centre.

The Foundation's publications are available to organisations and individuals working in the area of early childhood development and related fields anywhere in the world. They are available free of charge in single copies. A list of publications and videos can be obtained from the address shown on the back cover.

The Foundation's Mandate

The Foundation's Mandate is to improve opportunities for young children aged zero to seven years living in circumstances of social and economic disadvantage. It rests on a vision of a world that respects the rights, dignity and equality of children, their families and the communities they live in. This implies access to health care and education, social and economic justice, a sustainable natural environment, and opportunities for self-fulfilment.

The Foundation:

- is concerned with young children's overall development and therefore promotes a holistic approach including education, health and nutrition;

- believes that children's development is the primary responsibility of parents and therefore actively promotes the enhancement of parents' capacity to support their children's development;

- attaches great importance to the involvement of the community as a major factor in children's development and therefore promotes a development strategy that is rooted in the community and is culturally, socially and economically appropriate;

- has adopted a contextual approach which builds on people's strengths as a guiding principle and therefore encourages the building of local capacity, local ownership and working in partnership.

Concentrating on the development of young children and their environments will have a preventative and lasting effect and will generate tangible benefits.

- For children, these include: enhanced survival chances; better general health; improved social skills and school performance in later years; greater self-esteem and a positive outlook.

- For parents and caregivers it can lead to: enhanced capacity to support the development of children; and increased self-confidence and motivation.

- For society at large it can lead to: lower repetition and drop out rates in the school system; lower delinquency rates; lower expenditure on welfare services; and a healthier and better educated population that is more able to obtain and keep productive employment and contribute fully to the development of its society.

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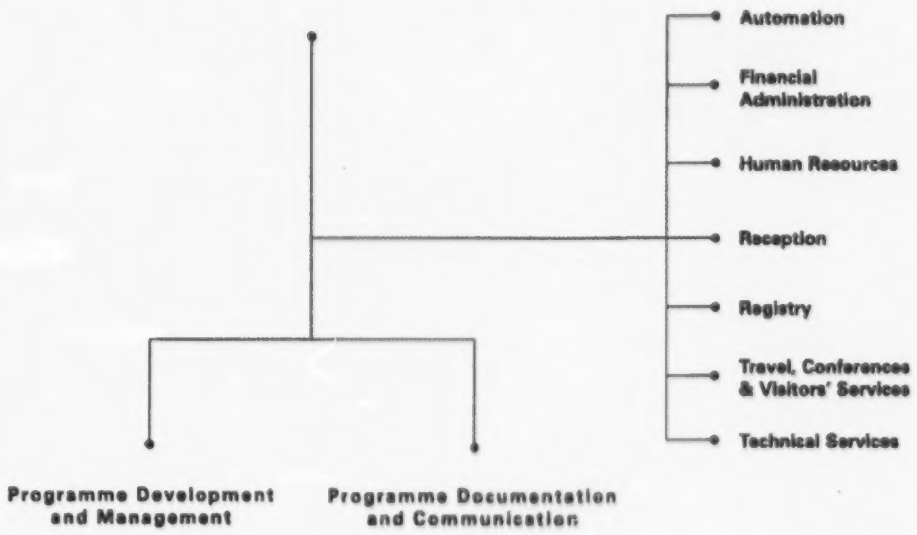
The Bernard van Leer Foundation's structure



The Bernard van Leer Foundation is entered in the Foundations Registry of the Chamber of Commerce and Industry of The Hague, under number 41 197282.

The Bernard van Leer Foundation qualifies as an institution under Article 24, paragraph 4 of the Inheritance Tax Act of 1956.

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